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ABSTRACT

The practicum was designed to provide five inservice workshops concerned with identification and teaching strategies for regular second grade teachers with gifted children in their classes. The practicum used an interdisciplinary approach to present teaching procedures intended to be practical, cost effective, socially viable, and appropriate to the needs of second grade gifted children. The classroom teachers evaluated the children on program strategies utilizing learning centers organized according to the GLASS (guidance, language arts, arts, social studies, and science) model. Program strategies were intended to facilitate individualized learning with the teacher as facilitator. The revolving door model was used to allow children to enter or leave the enrichment activities on an individual needs basis. Ten second grade teachers responded to post-program strategies with a favorable response of 98%. The 60 participating gifted children from these schools showed a 21% increase in mean scores for positive attitudes on program strategies. Much of the document consists of materials for GLASS learning center activities, presented in two attached volumes (464 pages). A 68-item reference list and appended survey instruments are also provided. (DB)

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Interdisciplinary Strategies for Teaching Second-Grade Gifted Children in the Regular Classroom: An In-Service for Teachers

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NOVA UNIVERSITY

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Interdisciplinary Strategies for Teaching Second-Grade Gifted Children In the Regular Classroom: An In-service for Teachers

by

Gwen W. Winter

Cluster 19

A Practicum II Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova University

1988

PRACTICUM APPROVAL SHEET

This practicum took place as described.

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Approved:

7/7/88
Date of Final Approval of Report

E Riley Holman
Dr. E. Riley Holman

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ABSTRACT

Interdisciplinary Strategies for Teaching Second-Grade Gifted Children In the Regular Classroom: An In-service for Teachers. Winter, Gwen W., 1988: Practicum Report, Nova University, Ed.D. Early and Middle Childhood Education Program.
Descriptors: Gifted / Elementary / Early Childhood Education / Evaluation Methods / Exceptional Child Education / Interdisciplinary / Curriculum

The practicum was designed to identify gifted 2nd-grade children in the regular classroom setting by teacher nomination and to establish a program that incorporated interdisciplinary strategies presented in 5 in-service workshops to participating teachers. The practicum, designed specifically for the young child, uses an interdisciplinary approach presented to 2nd-grade teachers with an array of procedures that are (a) practical, (b) cost effective, (c) socially viable, and (d) appropriate to the needs of 2nd-grade gifted children.

The classroom teacher evaluated the children on selected program strategies presented in two-volumes of 5 learning-centers that include (a) guidance, (b) language arts, (c) the arts, (d) social studies, and (e) science (GLASS). The strategies are child centered and facilitate individualized learning. Children learn at their own pace. The teacher is a facilitator. A revolving door strategy serves as a hinge for children to enter or leave the enrichment activities on an individual needs basis.

Ten 2nd-grade teachers in seven schools responded to post-program strategies with a favorable response of 98%. Sixty children from these schools showed a 21% increase in positive attitudes on program strategies. Self-evaluation by the child when rated with the teacher's evaluation established a 98% agreement on continuous evaluation of program strategies.

CHAPTER I

INTRODUCTION

Description of Community

The city in which the practicum takes place is located in an industrial area of about 61,000 people in the southeast part of the United States. Most community leaders have been educated in the area schools and are white, middle-class citizens. There are five universities in the immediate city near the elementary schools; three university elementary schools; and 14 private schools that are directed by the religious community, all with grades K-12. The city has been designated as the third-fastest growing area in the United States by the Associated Press. The city continues to attract many industries and progressive businesses.

The school system is a recognized state leader in gifted education. The Governor's School For the Arts, and The Fine Arts Center are located in this county. The county has the largest school district and population in the state. The county school system is a consolidated unit with four divisions designated as the Northeast Area, Northwest Area, Southeast Area, and the Southwest Area.

The school district's philosophy is to provide quality education, on an individual basis, for all children so each child can develop to his/her fullest potential. The school, home, and community share responsibility in developing values so that young people can make moral and ethical decisions.

Further, this educational philosophy provides experiences in aesthetic appreciation, creativity, and career choices. Building a sound, healthy body and developing the knowledge necessary to maintain good personal and community health is a valued part of the school program.

In order to maintain the highest standards of education, the teaching staff is encouraged to continuously evaluate and advise on curriculum changes. The school system's organizational structure and methodology is based on valid research, the changing goals of society, and school objectives. The county supports 102 public school facilities, 51,000 pupils; and 5,500 teachers, staff, and administrators.

Writer's Work Setting and Role

The writer serves as a member of a team of specialists, one each, for art, music, and physical education. She serves two days per week at one northwest area elementary school and three days per week at another northwest area elementary school as the art specialist.

The writer has a variety of educational experiences prior to writing the practicum including (a) 3 1/2 years as a seventh-grade teacher, (b) 3 years as a senior high school art teacher, (c) 1 year as a college teacher in educational psychology, (d) 3 years as the supervisor of adult education at a senior high school, (e) 10 years as an art specialist (grades 1-5), and (f) 10 years teaching gifted education (grades 1-3). During the summer of 1983, the writer was selected as a member of the Internship Component of the state Governor's School For the Arts, a program that stresses awareness of the characteristics and the acute needs of artistically gifted and talented children. The writer is currently studying strategies and techniques for teaching gifted children with Dr. Mildred Young, a former student of the noted gifted and talented professional, Dr. Paul Torrance.

The writer serves as teacher of gifted and talented children, grades 1-2, in the second school served. Other duties teaching gifted and talented children involve a selection process that calls for testing and evaluation, curriculum planning, and teacher instruction. The writer's curriculum content of the last 10 years teaching gifted children includes guidance, research, language arts, communication, and fine-art skills. The writer taught computer science to third-grade gifted children in the southeast-area computer laboratory during the summer of 1987. She will also be implementing enrichment activities in art in the regular classroom for third-grade gifted children with Education Improvement Act (Language Arts and the Arts, 1987-1988) state funding. Furthermore, the school has been selected as one of four magnet schools in the county dedicated to providing appropriate education for gifted children. The writer is a member of the planning committee of the selected magnet school. Program implementation will begin during the 1988-89 school year.

The writer serves as a member of both the Fine Arts and the Gifted and Talented committees at both schools. Nineteen years of teaching experience in a variety of academic areas has inspired her to work to improve curriculum programs for gifted and talented children in the elementary classroom.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The practicum involved an in-service program with 10 teachers that incorporates interdisciplinary strategies for teaching second-grade gifted children in the regular classroom. It is the civil right (state mandate Education Improvement Act) of every child to have the preference of educational programs that accommodate special needs to enable them to fully develop their learning potential. Most educators recognize the value of early identification of the gifted child. The process of identification and intervention reduces the risk of a child's underachievement.

Briefly stated, the problem is that gifted second-grade students in the county in which this practicum takes place are not being served by a gifted and talented program.

Problem Documentation

A needs assessment questionnaire (see Appendix A) of 100 second-grade teachers was conducted. The specific questions assess the need to incorporate a program that accommodates the unique needs of second-grade gifted children by providing enrichment activities in the regular classroom. Two teachers in each of the 50 elementary schools in the county were mailed a questionnaire and cover letter (see Appendix B) explaining the practicum and questionnaire. Fifty county principals were mailed the same qestionnaire for their records, and a cover letter (see Appendix C) explaining the practicum.

The questionnaire assessment indicated favorable attitudes toward enrichment programs for gifted children, and recognition of the need to initiate these procedures. There was a 70% return of the questionnaires. There was 97% agreement on the questionnaires that it is the civil right of every child to an educational program that accommodates their special needs and enables them to develop full potential as a learner. There was 86% agreement of the 70 responding teachers that there is a need at their school to initiate procedures in beginning to provide enrichment centers for second-grade gifted children. Teachers reported that 94% of them agree that gifted second-grade children can be served in the regular classroom by differentiated centers that provide enrichment activities with supervision by a second-grade teacher.

Of the 70 responding teachers, 93% agreed that educators recognize the critical value of early identification of special needs children and intervention to reduce the risk of underachievement. All of the teachers (100%) reported that their attitude toward the education of gifted children is a positive one. When asked if they had a second-grade gifted child would they want their child to have the opportunity to participate in a curriculum that was designed to meet these special needs, 98% responded in the affirmative.

Of the 70 teachers who responded, 93% reported that early intervention in enrichment centers provided for second-grade gifted children would accommodate the needs of exceptionally high academic achievers.

There was 94% positive agreement by the 70 second-grade teachers on the questionnaire. The results of the questionnaire are summarized (see Appendix A).

The principals were responsive to teachers who asked to participate in the practicum. The principals gave their 100% support to the practicum.

Causative Analysis

In analyzing the causes of the problem it is necessary to take a look at the provisions for gifted children on a county- and state wide basis. Funding for gifted programs is mandated by the state legislature and local funding is provided by the Educational Improvement Act (EIA) state mandate. There are six major causes of the problem:

1. There are no programs provided for gifted children below third grade in this county.

2. There is a lack of funding from both federal and state coffers.

3. Educators recognize the critical value of early identification of special-needs children but have been dilatory in providing programs that meet the needs of these children below third grade in this county.

4. Underachievement is fostered in the underserved populations of gifted children below third grade through a lack of environmental nurture and educational oversight.

5. There is a lack of trained personnel assigned to work

with programs for gifted and talented children.

6. There is a lack of sufficient training opportunities for teachers who want to improve their skills in gifted education.

Gifted children need to be identified and special programs should be initiated, giving regular classroom teachers knowledge and conceptual understanding of these children.

The Related Literature

This review includes a survey of past literature that reveals a history of gifted education for children in America. The gifted child movement was initiated by William James in 1878. James' humanistic psychology covers (a) a broad humanism, (b) the measurement of individual differences, (c) intelligence and gifted children, and (d) creativity (Gowan, 1975).

The Marland report (1972) was prepared in compliance with the 1970 congressional mandate. The report generated significant interest in the education of gifted and talented children.

During 1972 three major events paved the way for Congressional action on gifted education. The Educational Resources Information Center (ERIC) established a Clearinghouse on Handicapped and Gifted Children. The National/State Leadership Training Institute (LTI) was created and funded with a grant authorized by the Education Professions Development Act. The LTI mandate was to develop programs for gifted and talented children for regional, state, and local education agencies.

The U. S. Office of Education, Office of Gifted and Talented, established under Public Law 93-380 (Special Projects Act) focused national attention on the needs of gifted children. Following these events, Public law 94-142 (Education for All Handicapped Children Act) guaranteed that all exceptional children have available to them a free and appropriate public education. A giant step for gifted education came in 1978 with Public Law 95-561 (The Gifted and Talented Children's Act).

Government funding initiated programs on all grade levels for gifted children. In designing the curriculum for gifted and talented students, the definition provided by the U.S. Department of Health, Education, and Welfare has been followed:

> The curriculum for gifted children is considered to include teaching activities and to provide planned instruction by the school or school systems. Educational guidelines are established on the unique characteristics which the gifted child brings to the learning situation. Studies of the gifted (a) highlight their unusual characteristics and capabilities, (b) their ability to think abstractly and to generalize widely, (c) their creative abilities, and (d) their leadership ability (Putman & Crismore, 1970).

Whitmore (1980) states that the needs of the gifted can be more adequately met in the regular classroom of the mainstream. Such a practice would be consistent with the intent of the mainstreaming movement to place each child in an environment that would optimally nourish his/her growth and development as a unique individual.

Gifted first-grade students who were placed in special programs were compared with equally gifted children who remained in regular classes. The children in special programs gained an average of two academic years during a nine-month period. Gifted children in the regular class gained only the usual one year (Martinson, 1972). Similarly, bright children who have been allowed to enter first grade early learn more during their first year of school than equally bright children who have remained in kindergarten (School Board of Broward County, Florida 1974).

It is eminently practical to identify intellectually advanced children at an early age (Robinson, Roedell, & Jackson, 1979). Early identification creates the opportunity for advancement. Educators with direct information about a child's advanced abilities can develop programs geared to the child's level of competence. The earlier these needs are identified, the quicker educational programs can be designed to fit gifted children. It seems that the identification and nurturance of exceptional ability should be of the highest priority for our society (Robinson, Roedell, & Jackson, 1979).

The public school system is a partnership program between the state and the local school districts. Davies and Rice (1979) report that The North Hills School District program in Pittsburgh, Pennsylvania serves as a prototype for other states and school districts in education for the gifted population. This program set the following goals in curriculum planning for its gifted population:

1. Development of the ability to meet problem situations with problem-solving skills;

2. development of the ability to discern all the options in making choices in society;

3. development of the ability to originate and enjoy the cultural and aesthetic activities of man--both historical and contemporary;

4. participation in challenging vocational and avocational activities;

5. development of the ability to work at the higher levels defined by Bloom's Taxonomy (1956-1984) and Guilford's Structure of the Intellect (1967);

6. enhancement of high potential through interstimulation with their mental peers;

7. encouragement and nurture of those elements of Torrance's (1976) stages of creativity which are not specifically involved in the above items.

Although the title of the above listed program refers to secondary students, its authors state that the goals and objective apply to elementary programs as well (Davies & Rice, 1979). Leading the way in developing educational programs, the Pennsylvania Department of Education incorporated the basics from Bloom (1956, 1984), including the cognitive domain and the affective domain (Krathwohl, Bloom & Masia, 1964). Guilford's model (1967) was also included in the curriculum planning. Torrance's (1967) levels of creativity were adapted in structuring the programs for the gifted students.

Other programming models used in the education of the gifted child include Williams' (1970) model to provide assistance in structuring learning experiences that transcend factual information and stress thinking and feeling creatively in the cognitive and affective areas.

Process or methodology is the way teaching occurs and the way material is presented to children. Teaching higher levels or thinking such as analysis, synthesis, and evaluation has been a major area of change in teaching gifted children. Bloom's (1956, 1984) model is one of the better known and generally applied methodology. Others are: (a) Bruner's (1960) three aspects of learning (episode, acquisition, transformation, and evaluation); (b) Parnes' (1966) problem-solving process which has five steps emphasizing use of information in the process of solving problems (fact finding, problem finding, idea finding, solution finding, and acceptance finding); (c) Kohlberg's (1966) six levels of moral reasoning (obedience and punishment orientation, instrumental relativist orientation, interpersonal concordance orientation, "law and order" orientation, social contract/legalistic orientation, and universal ethical principle orientation); (d) Taba's (1964) four types of thinking skills within each cluster (concept development, interpretation of data, application of generalizations, resolution of conflict); (e) Taylor's (Stevenson, Seghini, Timothy, Brown, Lloyd, Zimmerman, Maxfield, & Buchanan, 1971) six talent areas (academic, creative, decision making, planning forecasting, and communication) that include levels and types of thinking skills; (f) Williams' (1970) thinking processes (fluency, flexibility, originality, and elaboration) and feeling processes (curiosity, risk taking, complexity, and imagination); and (g) Guilford's (1967) five operations (cognition, memory, divergent production, convergent production, and evaluation).

Learning-teaching models serve as a structural framework that guide practitioners in developing curriculum in gifted education. The phrase used most frequently to describe an appropriate school curriculum for gifted students is qualitatively different from that for nongifted students. Joyce and Weil (1979) have identified more than 80 learning-teaching models and divided them into four families (a) social interaction models, (b) information-processing models, (c) personal models, and (d) a combination of two or more (Maker, 1982).

In assessing a model, Maker selected five general criteria (a) appropriateness to the situation, (b) comprehensiveness as the framework of curriculum development for the gifted, (c) flexibility or adaptability, (d) validity, and (e) practicality. A worksheet by Maker (1982) was designed to evaluate any learning-teaching programs for gifted education.

Bruner (1960), in his model stresses five areas of education (a) the importance of structure, (b) readiness for learning, (c) intuitive and analytic thinking, (d) motives for learning, and (e) aids to teaching.

Kohlberg's (1966) theory states that there are six identifiably different stages characterized by a particular type of thinking. Following these assumptions about progress through the thinking stages, the teacher can set up a construct where students are exposed to moral dilemmas and this exposure may cause the student to move through the stages more rapidly.

One popular teaching-learning model is Renzulli's (1977) process model. The model moves the students through awareness, the learning of process, and the development of a product using different, but interrelated, types of learning activities. Type I (general exploratory) and Type II (group training) enrichment activities lead to Type III, (product development) which is considered appropriate for gifted students.

A most promising process teaching model is the Taba (1964, 1966) method. This structured, generic method is one in which the teacher leads students through a series of sequential intellectual tasks (open-ended but focused questions) using four strategies (a) concept development, (b) interpretation of data, (c) application of generalizations, and (d) resolution of conflict.

Taylor (1971) states that nearly all students are talented. The Taylor model stresses the importance of recognizing and developing many different areas of talent in schools, rather than the narrow range of academic abilities that are usually the focus of education. Taylor's model is practical for classroom teachers to use, and a way to make education more relevant by concentrating on real-world talents and abilities.

Treffinger's (1975) model provides a structure to gradually develop in students the skills to become self-directed learners. The primary goal is (a) the sequential development of skills in managing individual learning which builds on the strengths of the gifted child, (b) enhances their involvement in their own learning, and (c) allows them to study in areas of interest to them.

The Williams' (1970, 1980) model includes books, tapes, and in-service training materials. Williams developed a morphological model with three dimensions (a) the curriculum, (b) teaching strategies, and (c) student behaviors. As with all morphological frameworks, this model depicts the components as interrelated parts of a whole. It provides a means for intersecting a given subject area with any teaching strategy to produce creative student behavior. Williams supports that the major goal of education must be to help each child realize his or her full potential. Gifted children need experiences related to creativity and divergent thinking, according to Williams. He stresses that the highly talented in the thinking-feeling areas should be encouraged to (a) go off on their own, (b) to work on things of interest to them, and (c) be provided the opportunity to work with a qualified teaching assistant.

Curriculum content suggested by Williams are art, music, science, social studies, arithmetic, and language. He also suggest 18 teaching strategies or methods. However, he states that the most effective strategies to use are (a) exploring discrepant events, (b) asking and seeking answers to provocative questions, (c) exploring examples of change and habit, (d) developing skills of search, (e) learning how to tolerate ambiguity, (f) teaching for development rather than adjustment, and (g) learning to evaluate situations.

Williams (1971) lists the following components of effective training for schools wishing to implement the Total Creativity Program:

1. Administrators and teachers need to be involved as a team.
2. All staff should be involved in the training process.
3. A competent trainer or consultant familiar with the theory of the model and the demand of teaching is necessary.
4. Training must be conducted over a reasonable period of time (1 or 2 years).
5. There must be some evaluation of the effectiveness of the training.

A program for gifted elementary children is that of the Hunter College Elementary School (New York City). Hunter is a special school for gifted children. Hunter admits boys and girls on the basis of individually administered intelligence tests. Hunter brings together 450 children with IQ's (Binet) of 135 and up, averaging 150. This large-city program is drawn from a total population in excess of one million children. Hunter children engage in a program that includes increased specialization as they grow older. They remain with their own teacher through the first grade. They have core experiences in (a) language arts, (b) science, (c) art, (d) music, (e) physical education, and (f) industrial arts, one or more periods a week. The class group (29) is split into two halves for most specialties. This school has served as a laboratory school for Hunter College and for 50 years has operated as a teacher education program (Hildreth, 1952).

Maker (1982) lists common elements in curriculum development that Renzulli (1977), Kaplan (1978), and Gallagher (1975) also describe that (a) build upon the characteristics unique to gifted students, (b) include concepts at higher levels of abstraction or greater complexity, (c) emphasize the development of thinking skills at higher levels than acquisition and memory, and (d) provide administrative or other arrangements necessary to enable all pupils to utilize their full potential.

The University for Youth at Denver (1987) provides a year round program that serves preschool through middle-school children. The school's main focus is on academic excellence and social/emotional development. Teaching strategies include (a) higher-level cognitive skills, (b) creative problem solving skills, (c) the scientific method, (d) the discovery method, (e) free exploration, and (f) questioning techniques. Curriculum provides (a) computer science, (b) foreign languages, (c) physical science, and (d) visual and performing arts. Admission requirements are twofold. One admission policy is to have prior placement in an identified gifted and talented program. Another program-placement policy can be based on the recommendation of a principal or teacher with reported scores on the student's (a) achievement test scores, (b) test placement at two or more grade levels higher than present grade placement for academic subjects, and (c) having demonstrated talent in the visual and performing arts. The program is designed as a school-wide talent activity. Teaching strategies used in the program are appropriate for second-grade gifted children (Rigsby, 1987).

The University of Kentucky (1987) gifted student program provides services to students in grades 1 to 10. The programs offer differentiated education through an interdisciplinary approach. The curriculum offered include (a) mathematics, (b) foreign languages, (c) science, (d) computer science, and (e) law. Strategies offered are (a) higher level thinking skills, (b) creativity development, (c) hands-on learning, (d) problem solving skills, and (e) real-world extended concepts. These programs are offered to students with 120 mental ability and 90th percentile total battery scores. The Kentucky program serves as a model for other gifted educators (Rigsby, 1987).

The Wolf and Buchan (1980) report of an international summer camp for mildly handicapped children provides some helpful and appropriate training program information for in-service and special-education personnel. Training programs for special academic instruction include subjects in language arts, math, reading, and spelling. These subjects are appropriate for teaching gifted elementary students, and the methods applied in the courses for teachers would meet some of the requirements for an in-service organization.

Star Power: Providing for the Gifted and Talented (1979) is a work supported by the National Institute of Education and the Department of Health, Education and Welfare. The 10 unit modules have 2 specific parts that would be appropriate for this practicum problem. Modules V and IX address enrichment activities for gifted children and are appropriate for teacher training sessions. The program supplies the teacher with curriculum handbooks that contain model units of study for gifted elementary students in (a) language arts, (b) social studies, (c) math, and (d) science.

Fearn and Foster (1977) created a two-week writing workshop designed for gifted students in grades 3 through 5. Some of their ideas are appropriate for gifted second-grade children and could be rewritten for teachers to use in second-grade classes.

Rodriquez (1984) conducted an art program for first-grade children that included skill development in (a) creativity, (b) originality, and (c) divergent thinking. Rodriquez reported improved skill development in all areas of the study. These skill development areas are appropriate for gifted children.

A dramatics (1974) program is part of the Department of Early Childhood Programs in the Philadelphia (Pennsylvania) public schools. This program is in its 9th year of development. The main thrust is staff development. Three creative goals form the base for program development (prekindergarten-Year 4) (a) to develop the ability to systematize experience, (b) to build personal and interpersonal strength, (c) to develop a system of sensitivity, (d) to become responsive, and (e) to develop creativity. The creative dramatic activities make it possible for young children to (a) express strong feelings in an acceptable manner, (b) develop basic language skills, and (c) develop a sense of sociability.

A committee in the Spencerport (New York) Central School District (1980) was established to study the needs of the elementary-age gifted child. The contributions on curriculum design and in-service education are particularly useful for application to gifted elementary-child education.

The gifted-and-talented education program in Ankeny, Iowa is a partial pull-out program for gifted children, which includes kindergarten through grade 7. The program was named AGATE because the word means an unpolished stone. Six area schools send 32 gifted students to a resource room where they are free to explore their own areas of interest and learn at their own pace. AGATE depends solely on local funds (Epstein, 1979).

A Louisiana program, called AGATE (1981), is an academically-gifted and artistically-talented education program in Cameron Parish, Louisiana. Selected gifted children (grades 1-5) are taken from their regular classes to spend up to 2 1/2 hours a week in the resource room that provides special enrichment activities. Gifted students work in groups with their resource teacher on (a) academic, (b) creative, and (c) socialization activities.

The New Iberia, Louisiana (1981) program for gifted children is designed to help bright children (grades 2-6) climb to the peak of their academic and personal potential. Its language-arts curriculum encourages independent investigation of topics of interest to the child. No evaluation or statistical data were reported.

The Academically Gifted Program at Lafayette Parish (1981) is an enrichment program based on the Renzulli (1977) model. The gifted program for children (grades 1-3) is carried out within the regular classroom. Identified students are provided with an Individual Education Plan. An outline of enrichment activities for each child is provided for the classroom teacher in this program. Special enrichment experiences to supplement and reinforce regular classroom instruction include (a) music, (b) art, (c) drama/movement, (d) foreign language, (e) creative writing, and (f) counseling. The affective/aesthetic process-approach program includes gifted children in grades K-4. A formal statistical evaluation of this program was not reported.

The Ritenour School District in Overland, Montana, started Project Challenge in 1977 for gifted students in kindergarten through grade 6. The programs provides specialists in math and science and language arts. These teachers arrange projects in the regular classroom for gifted children in kindergarten through grade 2, while gifted children in grades 3 to 6 spend 2 hours a day with each special teacher (Epstein, 1979).

The St. Paul (Minnesota) Public Schools decided to start accelerating gifted children in the first and second grades. In 1978, they began a program called Nova. About 40 gifted children from throughout the city participate at the Chelsea Heights Elementary School, accelerating in reading and math and mixing with regular students for their other classes (Epstein, 1979).

Turrell's (1979) contribution to gifted-child education was to identify the essential elements in the training of special teachers of the gifted and talented in the elementary-school setting. His research was specific to elementary schools in Ohio. He discovered a lack of agreement between educational institutions, teachers of the gifted, and the public school systems in Ohio. Each group has their own ideas as to what the essential elements of teacher training for the gifted and talented child might be. Statistical evaluations on the research supported that no conclusive methods for teacher training was agreed upon.

Karnes (1983) presents nine papers that focus on the needs of the young, gifted child. Karnes paper on Teachers (1983) gives examples of differentiated curricula in academic skill areas and provides approaches to encourage creativity, divergent thinking, and higher-level thinking skills.

Laidlaw's (1978) teacher's guide is written to aid in the development of programs for literary and interpretive skills for programs with gifted children in grades 1-3. The guide gives lessons to help students (a) write original stories, (b) write simple book reviews, and (c) evaluate the books they read. No evaluation procedures were reported.

Sny's (1984) magnet school model was designed for third-and fourth-grade children. The curriculum is based on a combination of acceleration and enrichment that focuses on thinking skills through creative learning tasks. Resources are charted for language arts, reading, math, science, and computertronics (problem solving with computers). The program was developed by Janesville Joint District 1, Wisconsin. No evaluation or program results were reported on this guide. Planning for a magnet school to draw from the entire district was set, but a report of the outcome of this magnet school has not been forthcoming.

The Hoover and Hollingsworth (1978), teacher's handbook provides excellent basic information to teach in-service activities in (a) instructional objectives, (b) organizing for individual differences, (c) classroom management, (d) brainstorming techniques, (e) questioning techniques, (f) simulation game methods, (g) the inquiry-discovery method, and (h) testing techniques. This text offers a flexible structure from which a teacher can develop his or her own unique instructional skills that would be appropriate for the second grade gifted child.

Whitmore (1980) affirms that the regular classroom can be the most enabling environment when (a) there are minimal conditions that meet the needs of gifted children, (b) there are peers with similar mental abilities, (c) teachers are effective with gifted students, and (d) there are appropriately modified curriculum and instruction.

Khatena (1982) gives attention to self-directed learning and mentoring to the curriculum, and the qualitative differences that distinguish a curriculum designed for gifted children. He also includes procedures for appropriately evaluating programs and projects in gifted-child education.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

There were two general goals for this practicum. The first goal was to identify gifted second-grade children in the regular classroom setting. The second goal was to establish a program that would provide interdisciplinary strategies presented in an in-service to participating teachers that were (a) practical, (b) cost effective, (c) socially viable, and (d) appropriate to the needs of second grade gifted children.

Behavioral Expectations

The following behaviors were expected at the completion of this practicum:

1.a. Second-grade gifted children that work independently and maintain high performance in order to work in the learning-centers program would be identified.

b. The identified second-grade gifted children must maintain a high level of performance to continue working in the learning-centers program.

2. Second-grade gifted children would express a positive attitude toward established program strategies.

3. Second-grade teacher participants would express a positive attitude toward the established program strategies.

4. Second-grade teacher participants would demonstrate increased knowledge of the learning-center strategies.

Standard of Performance

The following standards of performance were used to measure behavioral expectations:

1.a. When presented with program strategies second grade gifted children would be identified and maintained an 80% or higher performance on expected behaviors.

b. Second-grade children identified must continue to maintain an 80% or higher performance on learning-center strategies.

2. Second-grade gifted children when presented with a pre- and post-attitude survey regarding their feelings about established program strategies would demonstrate a 10% positive improvement in feelings toward the program experience.

3. When presented with an attitude survey each teacher would express a positive attitude toward the established program strategies.

4. When presented with a pre- and post-interview teachers would demonstrate increased knowledge of the program strategies.

Assessment Instruments

The following assessment instruments were used to measure the standards of performance:

1.a. The identification form consists of 20 questions with which the teacher would evaluate each child's performance on selected program strategies (see Appendix K).

b. The evaluation form for continued child participation consists of 10 sentence-completion sentences that would be done by the child. The second part of the evaluation consists of 10 sentence completions that would be completed by the teacher. The teacher recorded an agreement/disagreement and assigned a numeric grade to the completed strategies during weekly conferences (see Appendix L).

2. The attitude survey consists of 10 questions regarding feelings toward established program strategies. The children responded to each question based on a 5-point scale indicating never, seldom, sometimes, most of the time, or always (see Appendix M).

3. The attitude survey consists of five questions that specifically address the established program strategies (see Appendix N). The teachers responded to each question based on a 5-point scale indicating very much like, somewhat like, undecided, somewhat dislike, or very much dislike. Suggestions were requested. Two sentence-completion questions were used to elicit information about the best part of the program, and the most difficult part of the program.

4. The teacher pre- and post-interviews consisted of five questions that would indicate they had gained increased knowledge of the program strategies through in-service participation (See Appendix O).

Additional forms used in the practicum were:

1. A needs assessment questionnaire/checklist (see

Appendix A) elicits the staff-teacher's opinions as to their feelings about programs for special-needs, second-grade, gifted children at their school. A request to be a participant in the program was included on the sheet along with a place for comments.

2. A cover letter was sent to teachers with the needs assessment questionnaire/checklist explaining the practicum with a brief summary of the practicum model (see Appendix B).

3. A cover letter was sent to the 50 elementary school principals in the county. The letter explained briefly the number of teachers in the survey (100) and that in-service could not be provided for all applicants.

Teacher participant selection was on a first-come, first-served basis. The need for principal approval was stated (see Appendix C). The teacher survey was included for the principal to retain for information purposes.

4. A second letter was sent to the school principals for teacher-participation approval. Principals were given the option to attend the in-service meetings. An optional request for final results to be mailed to the principal was also included in each letter (see Appendix D).

5. A letter of notification was sent to each of the ten participating teachers (see Appendix E). A calendar of the year's events was included in the letter (see Appendix R).

6. A letter was sent to the superintendent and the deputy superintendent to gain their approval to implement the practicum in the school district (see Appendix F).

7. A form for teachers to use for recording additional strategies was included in the learning-centers activities (see Appendix G).

8. An eight-item conference form was provided to record the results of director/teacher conferences (see Appendix H).

9. A sign-up list to signify the time for teachers to rotate processing of the additional teacher strategies was provided (see Appendix I).

10. An optional teacher-participant refreshment list was provided (see Appendix J).

A log was kept to record unexpected events that occurred during the implementation of the practicum. These events would include unexpected deviation from the original plan as well as problems and surprises.

Plans for Analyzing Results

The results of the practicum were analyzed and presented as follows:

1.a. Results of the gifted-child identification were discussed in the report. A bar graph for each student's score was changed into percentages and graphed to compare the results.

b. Results of continued child evaluation and the teacher evaluation were discussed in the report. A line graph shows the relationship between the two evaluations.

2. The pre- and post-survey results were compared numerically and average scores for each question by child

participants identified as gifted were discussed in the report. A line graph showing the average score for each question for students was also presented to illustrate the results of the survey.

3. Results of the teacher pre- and post-interview were discussed in the report. A bar graph illustrated the results of the evaluation.

4. Results of teacher pre- and post-program strategies were discussed. A line graph illustrated pre- program strategies. Another line graph illustrated post- program strategies.

Table I illustrates how the behavioral expectations, standards of performance, assessment instruments, and plans for analyzing the results interact with one another. This table presents a clear picture of how all four of the activities discussed in this chapter progressed.

Table I

Comparison of Outcomes and Evaluation Instruments

Behavioral Expectations	Standard of Performance	Assessment Instruments	Plans for Analyzing Results
1.a. 2nd-grade children that work independently will be identified and maintain high performance to work in the learning-center program.	1.a...by successful performance of expected behaviors ...	1. a.Questionnaire	1. Figure 1
	b. ...continue to maintain an 80% or higher performance ...	b. Evaluation	b.Figure 2
2. 2nd-Grade children will express a positive attitude toward established program strategies.	2. ...positive improvement in feelings.	2. Attitude Survey	2. Figure 3
3. 2nd-grade teacher participant will express a positive attitude toward the established program strategies.	3. ...positive attitude toward toward program strategies...	3. Attitude Survey	3. Figure 4
4. 2nd-grade teacher participants will demonstrate increased knowledge of the learning-center strategies.	4. ...increased knowledge on program strategies	4. Interview	4. Figure 5 & 6

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluations of Solutions

In review of the literature, related to incorporating a program to meet the needs of second-grade gifted children, a number of possible solutions to problems inherent in the elementary school became apparent. The literature pointed to the following solutions:

Using an elementary resource-room program as described by Maker (1982) has many unique and appropriate features which are important for gifted children. The philosophy of the Maker program was to meet the needs of children who have potential far beyond that of others their age. The curriculum focuses on (a) stimulation of curiosity and interest, (b) development of creative cognitive ability, (c) development of leadership skills, (d) increased independence, (e) development of perception and sensitivity, (f) development of self-expression, and (g) provisions for a rapid pace of learning. This curriculum is appropriate and has merit for the gifted child. In the procedure used to identify these children, 18 measures were used in the needs assessment process to establish basic prototypes. Children are grouped on the basis of (a) ability (strengths), (b) personality, and (c) maturity level. Using 18 different measures is not a practical solution to identifying gifted children in this county school setting. An eclectic approach to teaching gifted children is the direction that Maker

(1982) recommends. An evaluation and analysis of pre- and post-testing produced gains significant at the .05 level of confidence or above. Only 11 subjects (children) were tested. Statistical significance is not valid with such a small sample size (Borg & Gall, 1983).

The James and Gaab (1977) gifted program lacks diversity that is recommended by curriculum professionals. This program has a focus only on writing activities. Many of the ideas of this program could be incorporated into a more balanced curriculum. Student examples (poems, stories, rhymes) are a useful aspect of this enrichment project. However, this language-arts curriculum does not meet all the needs of the gifted child.

The University of Kentucky (1987) gifted-student program provides services to gifted students in grades 1 to 10. The program offers differentiated education through an interdisciplinary approach. The curriculum offered included (a) mathematics, (b) foreign languages, (c) science, (d) computer science, and (e) law. This university-based gifted program provides strategies that include (a) higher-level thinking skills, (b) creativity development, (b) hands-on learning, (c) problem solving skills, and (d) extended real world concept skills. The curriculum design and differentiated education using an interdisciplinary approach are ideal in this school setting. Identification procedures, and teacher in-service was not addressed. More information is needed to be able to administer this program to gifted second-grade children. The University of Kentucky's youth program provides an ideal curriculum and widely acclaimed teaching strategies. There are many ideal aspects of this program. However, this ideal program design is not realistic in this county school system without addressing (a) needs assessment, (b) identification of gifted children, (c) teacher in-service, and (d) program evaluation.

The Kentucky Department of Education curriculum guidelines (1987) stipulate gifted education in grades K-12. In a curriculum for the gifted, the guidebook suggests that process and content be integrated so they lead to product development with an appropriate audience for student work. Methods of instruction suggest student-centered activities. Student interest must be the major source for motivation. Students should be given choices in the content of their assignments and products. The guidebook states that the role of the teacher is to teach the gifted child to evaluate their own projects and individual progress. Students should not depend on the evaluation of adults. Evaluation should focus on (a) individual progress rather than just comparative judgments, (b) originality rather than conformity to teacher expectations, and (c) learning processes as well as outcomes or products. The teaching guidebook has much to offer teachers that are planning programs for gifted children. Three pages of sample lessons of an interdisciplinary unit are provided for grades K-4. However, there are not enough samples to provide a curriculum for the full school year for gifted second-grade children.

Blackshear's (1981) program for the academically gifted child provided support to minority students capable of superior performance in the Washington, D.C. area. The practicum gifted program in this county has identified only a small percent (20) of minority children. The strategies would not be appropriate since the success of a program should be based on strategies that would be suited to specific-critical needs of the group. Differences in the socio-economic culture and ethnic background would abate the effectiveness of the program (Borg & Gall, 1983).

The handbook designed by Hoover and Hollingsworth (1978) has very useful information that could be applied to the in-service component of the practicum. However, a wealth of information in 10 years of knowledge and basic programming of highly acclaimed methods in gifted-and-talented education as well as guidance would be omitted. Current information needs to be added to the other excellent methods this handbook has delineated. The basic format of the in-service described in this handbook is appropriate for the in-service component of the practicum.

The Kaplan, Kaplan, Madsen and Gould (1980) handbook offers an approach for teaching the gifted child in the regular classroom that would be appropriate for second graders. The applied basic knowledge in gifted education would need to be expanded to include current methods and model programs. New curriculum changes in gifted education since 1980 would need to be added. The evaluation methods used are antiquated.

Krause (1984) designed an enrichment program for the gifted child in grades 1-6. The program includes a broad definition of gifted encompassing academic and artistic ability. The Individual Education Program is also as part of the program. The time limitations and the magnitude of measurement data (8 measurements) is not appropriate in the elementary school setting. Lack of funding and qualified personnel would render this elaborate testing program impractical.

In the problem-solving process, a solution strategy expanding the best elements of the preceding alternative solutions is desirable. Specific needs of the gifted second grade child is the main concern. In-service program techniques are more readily available and can be consolidated for apropos application. A solution to the practicum problem incorporated current trends and practices in gifted education that meet the needs of second-grade children.

The studies reviewed reported no acceptable process where children could move between regular classroom and enrichment learning activities. Existing programs lack this needed flexibility.

Other studies reviewed have helpful and valuable information based on current theses. However, none of these studies fit all the needs of the practicum. Many of the papers reviewed lack generally acceptable methodology and evaluation procedures.

Therefore, it is incumbent upon the writer to meld the useful parts of the reviewed papers to incorporate an effective program to meet the needs of second-grade gifted students in the regular classroom in this school district.

Description of Selected Solutions

The solution to the problem must result in incorporating interdisciplinary strategies for teaching second-grade gifted children in the regular classroom. In selecting an appropriate solution strategy, consideration was given to (a) the nature and needs of the gifted child in elementary school, (b) the practicality of the identification process, (c) an appropriate approach to teacher in-service workshops, and (d) the lack of available funds.

The writer concluded that a program that keeps the second-grade gifted child in the mainstream classroom was the most practical. This was accomplished by setting up interdisciplinary strategies to present to second grade teachers at in-service workshops. These strategies were presented as part of the practicum in two-volumes. The learning-centers included (a) guidance, (b) language arts, (c) the arts, (d) social studies, and (e) science (GLASS). The program is called GLASS, an acronym derived from the first letter of the five subjects. The writer decided to call each learning activity Adventures because of the discovery learning taking place in the centers. The learning centers provided for a child centered classroom and facilitate individualize learning. Children learned at their own pace and with as little help from the teacher as practical. Learning-centered classroom activities were provided which evolve from students' actual needs and interests.

The writer's solution to the problem of integration of basic-skills education and enrichment activities for the gifted child was to use a revolving-door strategy. The revolving door allowed freedom for a child to enter or leave the enrichment activities on an individual needs basis. The revolving door strategy serve d as a hinge in the practicum process.

A needs assessment was presented in the form of a child survey at the beginning of the first learning-center. Children were given opportunities to make choices and decisions and to play an active role in their own education. While mastering academic skills, children also develop social and intellectual skills in (a) independence, (b) creativity, (c) responsibility, and (d) resourcefulness. The role of the teacher was not to disseminate information, but to lead children to learn through their own acts of inquiry and discovery. The skills of (a) goal setting, (b) problem solving, and (c) decision making were best promoted when the learner was an active explorer. The learning-centers permit children to work independently at activities tailored to their needs and interests, and to evaluate their own progress. Learning-center activities do not take up the entire school day. Direct teaching was needed to introduce brainstorming and problem-solving skills. The teacher can decide when to include these group activities. The writer has created some of the learning-center Adventures from working with gifted children over the last 10 years. Many more activities have been produced over the course of this practicum.

The five in-service meetings were designed to increase the level of the teacher's competencies in facilitating the learning of gifted-and-talented second-grade children. Teachers were presented with materials that develop and reinforce strategies for teaching and learning. In-service training for teachers consists of three major parts (a) input of current information about gifted children, (b) dissemination of new resources or materials to use in the learning environment, and (c) production time when teachers developed new materials or spend time absorbing exemplary materials and models in teaching the gifted-and-talented child. Second-grade teacher-participants were given a current review of the nature and needs of the gifted elementary child.

Teachers were given strategies (Winter, 1988)) and materials for the learning-center; Adventure I-Guidance. A calendar was included in the initial introductory materials (see Appendix R). A suggested classroom-management program presented to teachers (see Appendix N). The child identification process was explained and materials were provided. A teacher estimate of the projected number of gifted children at each school was tallied. Learning center materials were dispensed based on the teacher's report of this estimate. A written introduction to the learning-centers materials were provided in the teacher's handbook (see Appendix P). Learning-center materials were color coded as part of the management process. A verbal explanation was presented by the writer (project director). A question and answer session ended the introductory session. The Gifted-and-Talented Coordinator taught the problem solving process to teachers. The balance of the in-service meeting was focused on guidance learning-center materials, and the child identification process.

Guidance strategies included (a) surveys and survival kits, (b) journals and journeys, (c) weekly conferences, (d) growth contracts, (e) peer alliances, (f) assertiveness training, and (d) decision making (Winter, 1988).
The goal was for the child to perceive the guidance learning center as:

1. How to understand feelings and myself moving from abuse, anxiety, and alienation to accord, approval and affection.

2. How to succeed in life by caring and sharing, with family, friends, and imaginary people.

3. Just me, myself, and how I deal with stress.

4. I am learning how to be assertive, and how to make

the best decisions.

At the second in-service meeting the writer introduced the language-arts learning center to the teachers. The computer consultant for the county demonstrated the use of computers in the classroom with gifted children. Teachers reported the number of GLASS center identified children. Teacher's Share and Care forms were distributed to provide an outline for reporting new teacher strategies (see Appendix G). Adventure 2 and 3, which includes Language Arts and the Art learning-center was given to the teachers (Winter, 1988). An explanation of Adventure 2 follows:

Adventure 2, the Language Arts learning-center strategies included (a) creative problem solving, (b) independent study, (c) simulations, (d) provocative questions, (e) creative reading and writing, (f) word processing, (g) decision-making (h) creative dramatics, (i) higher level thinking, (j) primary research, and (k) script writing.

The following goals fostered the child's attitude in the language arts learning-center:

1. I am learning how to create (a) poetry, (b) short stories, (c) imagery writing, (d) sentence structure, (e) format, and (e) theme development.

2. I can use the computer and word processing to create my productions. The friendly computer is fun.

3. I like to produce, write, and direct a play for my friends, just like in the movies.

4. I like learning creative problem solving and higher level thinking skills.

Adventure 3, the Art learning center, strategies provided (a) art careers, (b) basic art skills, (c) art history and culture, (d) hands-on activities, (e) Caldecotte (a national literature award) winner's art, (f) computer cartoons and animation, (g) electronic art, and (h) special projects using multi-media.

The Art learning center child's attitude goals were;

1. I like to work with line, form, shape, texture and color.

2. Learning about art in the 20th century is fun. Words like Pop, Op, Cubism, and light art are part of my life.

3. I like simulations in art. I can create my own world.

4. Making cartoons is fun. Let the fun begin.

5. Learning about art careers opens up new doors in my world.

6. Caldecott art designs are helpful, happy and funny when we look at them.

7. Electronic painting and writing music on the computer are exciting.

The use of materials in each center were discussed and necessary information was dispersed during the question-and-answer session that follows.

The format of each in-service session was the same.

Teacher's Share and Care activities were dispensed with. Adventure 4, the Social Studies learning-center, given out and directions for implementation of the centers was given. The writer (project director) went over the materials in Adventure 4 and apparent problems were addressed. A question-and-answer session followed.

Adventure 4 strategies in social studies learning center included: (a) higher level cognitive skills; (b) creative problem solving; (c) computer simulations; (d) mixed-media methods; (e) the discovery method; and (f) fluency, flexibility, originality.

The child's attitude goals for the social studies learning-center were:

1. The Oregon Trail is great fun. A computer simulation puts you there on the trail living like the pioneers.
2. Problem solving is fun. I can help my family and friends when they need to find a solution to a problem.
3. I like looking at the whole of a problem, taking it apart and then putting it back together.
4. The discovery method is my way of finding the answers about my community, my state, and my country.
5. I like adventures around the world and learning map making.

In the fourth in-service meeting Share and Care activities were discussed. Adventure 5, the Science learning center materials, were given to the teachers. The county science consultant gave the teachers some appropriate ideas on teaching the gifted child science. The program director supplied the necessary information needed in the science Adventure. A question-and-answer session followed.

Adventure 5 strategies included (a) scientific thinking and methods, (b) independent study, (c) creative problem solving, (d) simulations, and (e) the discovery method. The child's attitude goals in the science learning-center were:

1. I like selecting my own topic for study.
2. I like thinking like a scientist.
3. I can pretend that I am going to be a great inventor, and I can create useful and beautiful projects.
4. I like the discovery method when I am learning.
5. Creative problem solving in science is fun.

The last in-service meeting involved program evaluation and final distribution of Teacher's Share and Care activities. Special awards for teacher participation were given by the project director. Plans were discussed and suggestions for program improvement for the 1988-89 school year were the main topic.

With the support and total commitment by the staff and administrators, the writer assumed the role of the program director for the implementation of the GLASS learning-center program.

The writer accomplished the following during the implementation of this practicum:

1. Gained the approval of the superintendent and assistant superintendent for implementation of the practicum.

2. Gained approval of cooperating principals and other staff members, including volunteer parents that assist second-grade teachers.

3. Utilized the parent volunteers that help in most of the schools to assist with the special enrichment for second-grade activities when needed.

4. Arranged and organized the five meetings at schools that were convenient for all teachers involved.

5. Manage activities that (a) organized the contents of the five learning centers included under separate cover as part of the practicum (Winter, 1988), (b) arranged for duplication (paper work) of the centers' work, (c) purchased necessary equipment, and (d) completed the 10 unit centers.

6. Organized the selection of 9 second-grade teachers and one media-specialist that attended the 5 in-service meetings during the practicum.

7. Identified gifted second-grade children in 10 classrooms in the county using second-grade teachers selection criteria (see Appendix K).

8. Compiled the materials used in five learning centers named by this writer as (a) Guidance-Adventure 1, (b) Language Arts-Adventure 2, (c) Art-Adventure 3, (c) Social Studies-Adventure 4, and (d) Science-Adventure 5 (Winter, 1988).

9. Provided the format for the in-service meetings and

light refreshments for the first meeting.

10. Made special arrangements to assure that school equipment such as computers, recording equipment, and any media supplies were ready for the second-grade teachers when they were needed.

11. Arranged for an open line of communication with each teacher participant, by scheduling appointments when needed to discuss learning-center problems.

12. When problems arise (as when a student crashed a computer program), arranged to duplicate materials printed or copied and delivered to the teacher in need.

13. Replaced materials that were expendable in the learning centers, when needed by utilizing the in-house mail system (the Courier).

14. Provided a calm, reassuring atmosphere and orderly presentation of learning-center materials at teacher in service meetings.

15. Provided a printed agenda for each meeting.

16. Produced a list of materials that were needed for each center, and initiated the procedures for getting these materials.

17. Gave the teachers a suggested management plan which included color-coded center supplies.

18. Gave out a refreshment optional list teachers could sign if they wanted refreshments at each meeting.

19. Arranged for two teachers to gather the Teacher's Share and Care forms at each meeting, reviewed and duplicated

the best ones for the other teachers.

20. Supplied materials for duplications when needed.

21. Made arrangements for two teachers at each in service meeting to rotate the collection and reading of Teachers' Share and Care returns.

22. Arranged for teachers to get the learning-center materials when they are absent from in-service meetings.

23. Invited principals and county consultants to attend the in-service meetings.

24. Made arrangements for all consultants to participate in the in-service programs.

25. Conducted and tabulated program evaluation.

26. Prepared to write the practicum report.

27. Made preparation to initiate learning-center revisions, as suggested by teachers and consultants.

28. Submitted project summary to (a) the Language Arts Consultant, (b) the Arts Consultant, (c) the Social Studies Consultant, (d) the Science Consultant, and (e) the Gifted and Talented consultant.

Chapter V

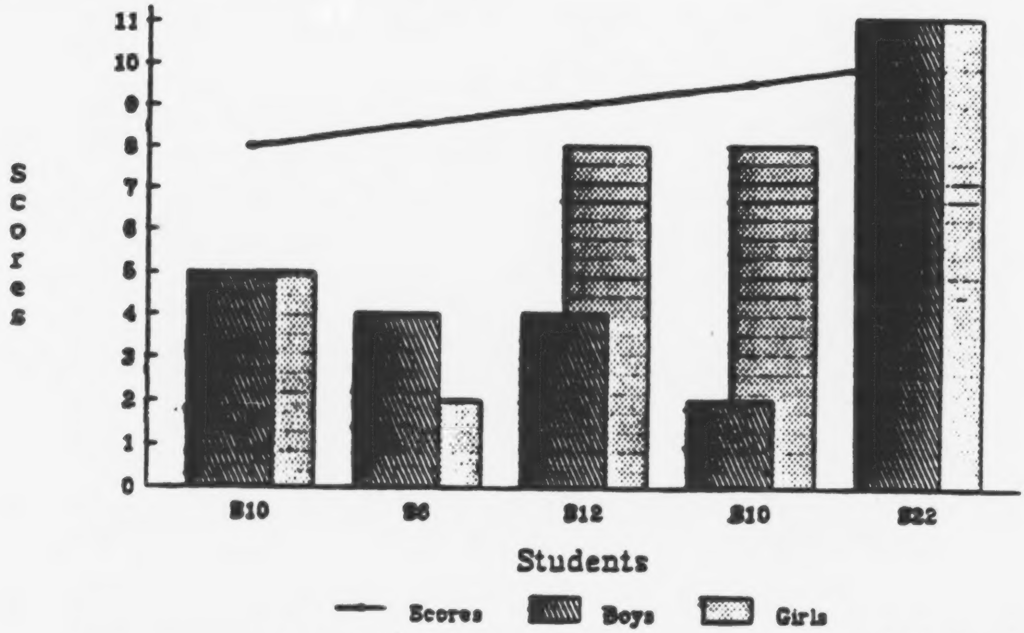
RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Analyzing the Data

Five behavioral expectations were established to accomplish the practicum goals. The first behavioral expectation for this practicum was that second-grade gifted children that work independently will be identified, and maintain an 80% or higher performance on expected behaviors. Of the 250 children in the regular classroom, 66 children were nominated to begin the identification process. Teacher selection was limited to ten teachers in seven elementary schools in the county. After the 66 children completed guidance center activities, classroom teachers completed the identification form of 20 questions (see Appendix K) on each child's performance on expected behaviors. There were 60 second-grade children identified as gifted. Six of the nominated children were not identified because they (a) did not meet the standard requirements on the identification form (b) could not work independently, and (c) could not keep up with their regular classroom work. Of the 60 identified children, 26 were boys and 34 were girls. Only students nominated by the teachers were tested.
Figure 1 reflects the children's scores (see Appendix K).

Figure 1

Scores of Identified Children



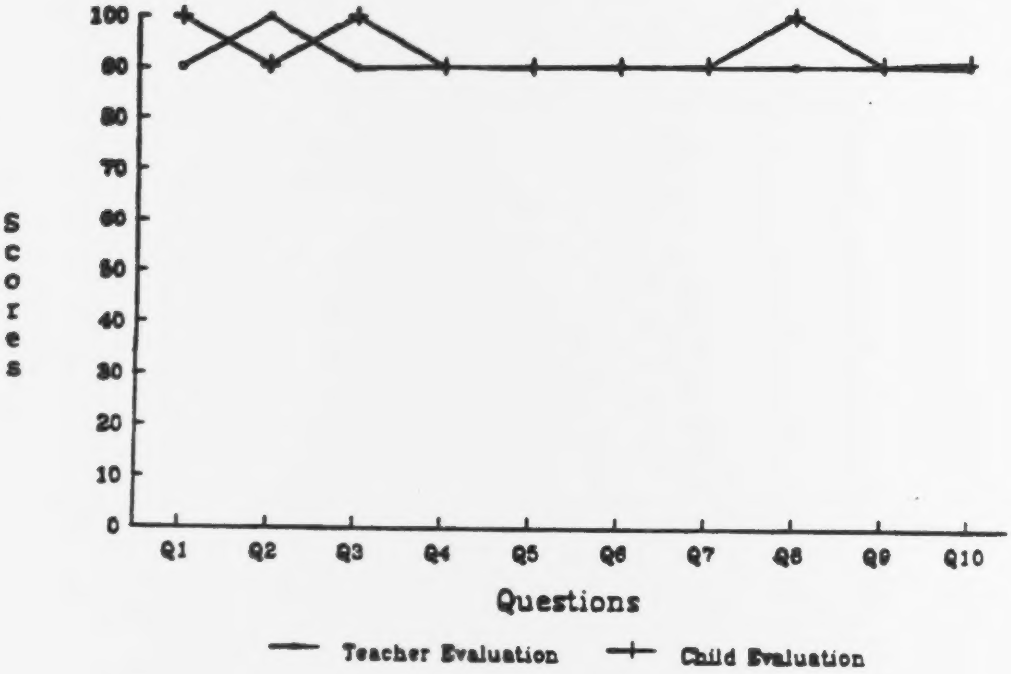
The second behavioral objective was that the 2nd-grade children identified must continue to maintain an 80%, or higher, performance on learning-center strategies.

Of the 60 children selected in the gifted-child identification process (a) 10 of the children scored 80, (b) 6 of the children scored 85, (c) 12 of the children scored 90, (d) 10 of the children scored 95, and (e) 22 of the children scored 100. The mean score of the 60 identified children was 92. The mean score of the identified boys was 92. The mean score of the identified girls was 93.

The first objective was met, with 90% (60) of the identified children scoring 80%, or better, on the expected behaviors. Figure 2 shows the difference of the two scores.

Figure 2

Continuous Evaluation Child/Teacher

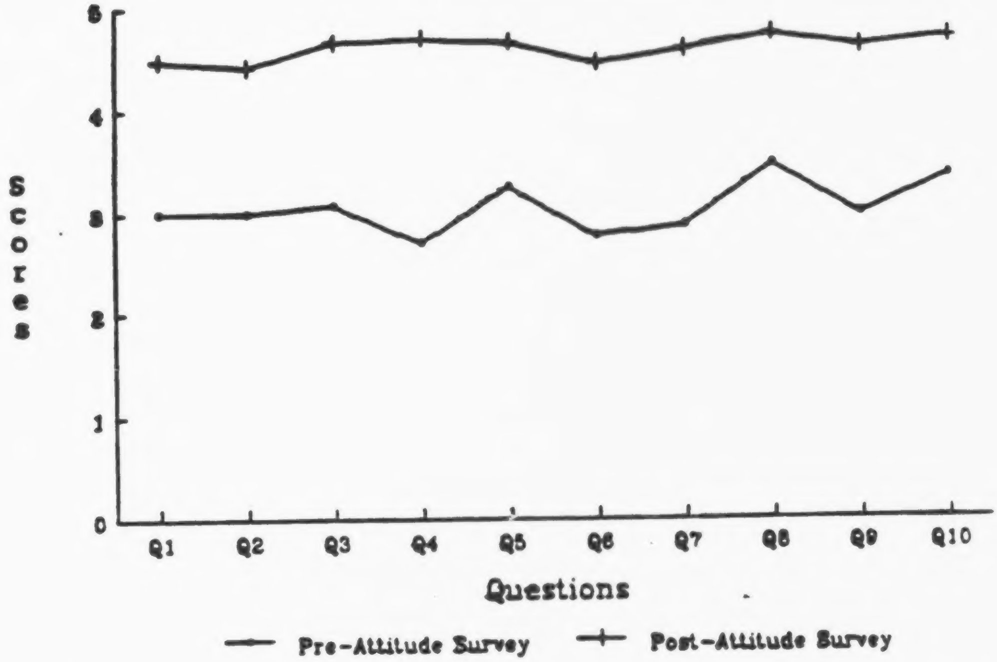


The mean score as rated by the teachers, on the child continued evaluation test, was 92. The mean score as rated by the children on the child continued (form B) evaluation was 94. There was a 98% agreement between the teachers' and childrens' evaluation. With the agreement of 98% in continuous evaluation by the child and teacher (see Appendix L) the second behavioral objective was successfully met. All 60 students identified remained in the practicum program over the course of the year.

The third behavioral expectation was that second-grade gifted children will express a positive attitude toward the established program strategies. This behavioral expectation was met with a 21% increase in the scores shown in Figure 3.

Figure 3

Survey of Children's Pre- and Post-Attitude

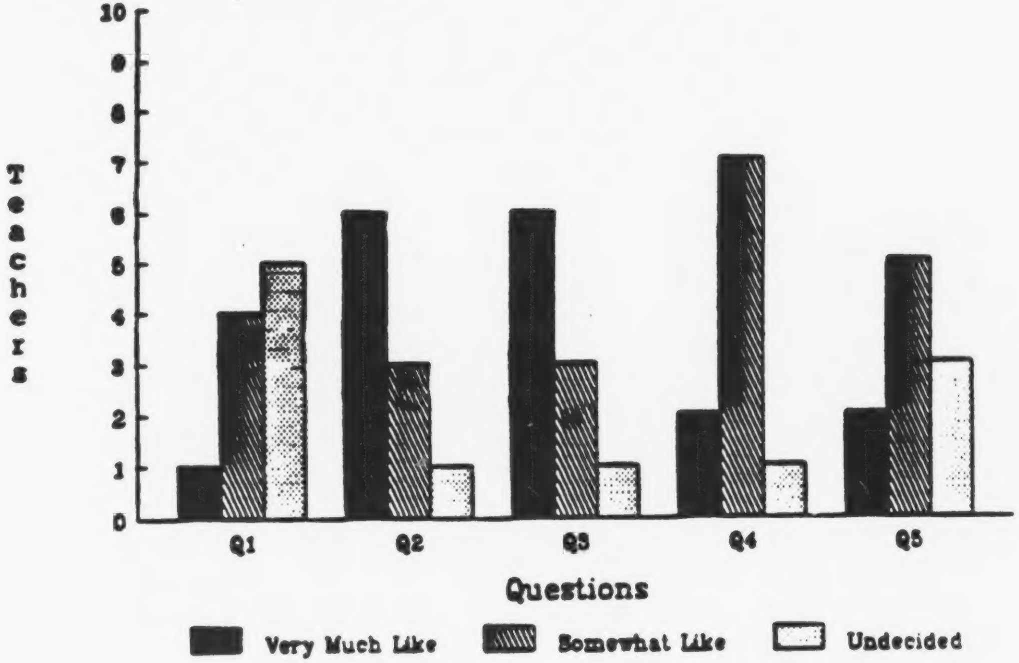


Evidence supporting the third behavioral objective was provided by comparing the ratings of the mean scores (30) of the pre-attitude child survey with the mean score (46) on the post-attitude child survey (46). The standard of performance expected was that second-grade children, when presented with a pre- and post-attitude survey regarding their feelings about established program strategies, will demonstrate a 10% positive improvement in feelings toward the program. This behavioral expectation was met with a 21% increase in positive attitudes toward established program strategies.

The fourth behavioral expectations was that 2nd-grade teacher participants will express a positive attitude toward established program strategies. Figure 4 details these data.

Figure 4

Survey of Teacher Attitudes

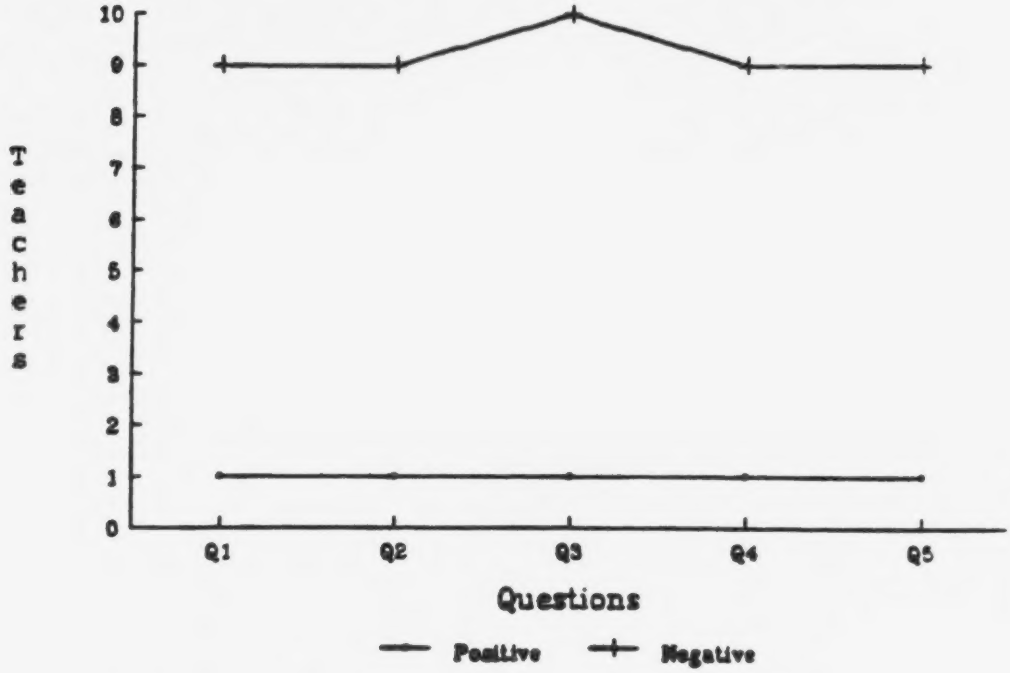


Evidence supporting behavioral expectations was provided by teachers responding to each question, on a 5-point attitude scale toward the established program strategies. All 10 teachers responded to the five questions in a positive manner. Of the 10 teachers responding (a) 34% selected very much like, (b) 46% selected somewhat like, and (c) 20% selected undecided. There were no responses to the dislike or very much dislike values. This objective was met. One Hundred percent (10 teachers) responded to the five questions about the practicum, on a 5-value attitude scale, with an average favorable response of 40%. All fractional data are rounded to the closest whole number.

The fifth behavioral expectation was that in pre- and post-interviews the teachers will demonstrate increased knowledge of the program strategies. Figure 5 demonstrates the results of the pre-teacher interview. Teachers expressed a negative response on knowledge on program strategies on pre-program strategies. Teachers responded with a negative mean score of 92%.

Figure 5

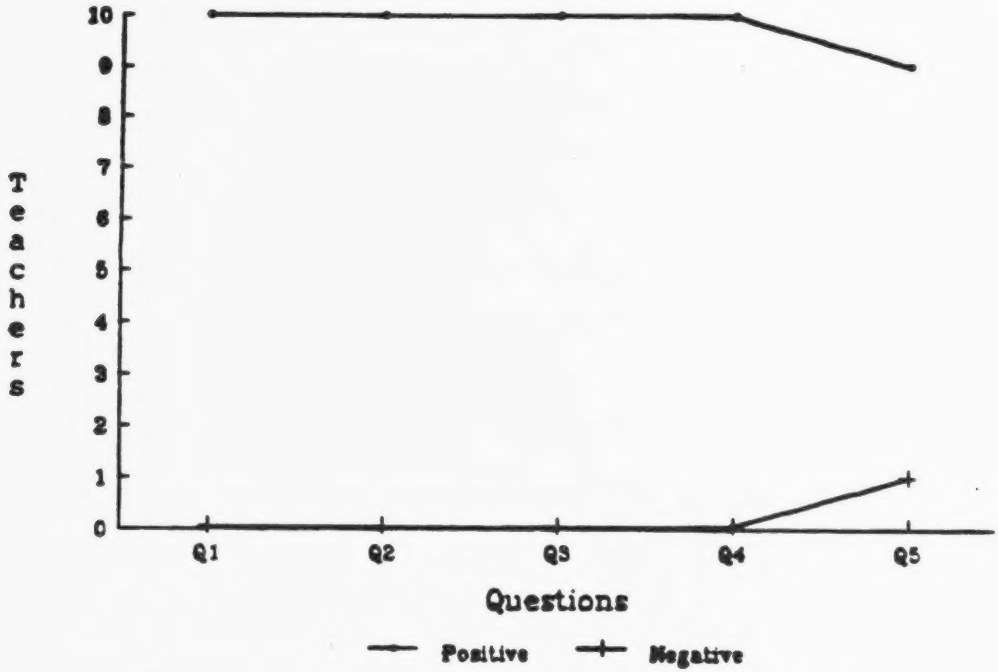
Survey of Pre-Program Strategies



Over the course of the year, teachers attended five in service workshops that were conducted as part of the practicum. Four consultants were presenters at the five in-service sessions that explained (a) gifted and talented teaching strategies, (b) computer science, (c) science, and (d) art. The post-session interview of 10 teachers showed a high increase in knowledge on program strategies. Figure 6 shows this data.

Figure 6

Survey of Post-Program Strategies



This objective was met. The 10 teachers (100%) responded to the form's 5 questions about the practicum on a positive and negative scale, with an average favorable response of 98% on the post-attitude survey.

Suggestions offered by the teachers as part of the survey elicited some very helpful ideas for future use. Suggestions to improve the practicum included (a) present the learning-center program strategies in smaller progressions, (b) reduce the teacher information to step-by-step format,

(c) limit the teacher in-service sessions to GLASS strategies, and (d) exclude outside presenters. When asked for the best part of the program, teacher's key comments were: (a) being able to use the program in parts; (b) the attractive packaging; (c) the use of unique ideas; (d) interdisciplinary strategies; (e) lessons already planned; (f) the teacher is a facilitator, not an instructor; (g) the children enjoyed it; (h) children worked independently; (i) the honesty of the children's self evaluation; and (j) children have a choice of program strategies. When asked what was the most difficult part of the program, teachers responded with comments like (a) finding time to read the resources and information given, (3 teachers), (b) finding the time for the program (1 teacher), and (c) the lack of computers in some classrooms (2 teachers).

Use of the practicum as an in-service program, with 10 teachers incorporating interdisciplinary strategies for 2nd-grade gifted children in the regular classroom proved to be valid in this county setting. All the behavioral expectations were met.

Conclusions

Overall, the evidence indicates that implementation of the practicum in-service process had positive results. The writer has concluded that meeting the needs of the second-grade gifted child in the mainstream classroom is a practical solution. Enrichment for the gifted child in the regular classroom was accomplished by setting up interdisciplinary strategies and presenting them to second-grade teachers at five in-service workshops. The learning strategies provide a child centered classroom that included individualized learning. Children learned at their own pace with little help from the teacher. The role of the teacher was to lead children to learn through their own acts of inquiry and discovery. The teacher was a facilitator.

The content of current research reports indicates the need for research on the gifted underserved (Gallagher, 1986). There is a definite lack of research for the younger (grades 1-3) gifted child. Programs for gifted children in many educational systems start at the 4th grade, or above, despite multiple reports that special attention to a good beginning in education is essential.

The dedication of time and commitment by the 10 teachers that participated was vital to the successful implementation of the practicum. The teacher-selection process was a success. The first 10 (out of 100) teachers to apply were accepted, and all 10 teachers have asked to be a part of the program next year.

The 60 children that participated were comfortable with the program. They enjoyed this method of classroom enrichment. The freedom for the child to select their assignments enhanced their interest in the activities. The learning-center strategies served as an incentive for children to complete their regular classroom work. The children were eager to explore the centers and found materials that appealed to them presented in a unique way. Children were excited about using a computer on their own. Working independently was especially valued by the gifted child.

The concomitant benefits were many and varied. Teachers in the schools where the practicum took place, wanted copies of some of the learning-centers for their classroom use. Being able to use the microcomputer on their own proved to be a popular experience for the children. The children from one school gave an electronic arts exhibition at the county-wide arts festival.

The State Block Grant Division, with Education Improvement Act funding, awarded this writer a major grant to defray the cost of implementing the practicum.

The strategies appealed to many of the second-grade children that were not identified at the beginning. These children were able to work independent of the teacher later in the year. The revolving-door model facilitated their easy entry to the program. Children were allowed to work in the program when they satisfactorily completed their regular-classroom work. Children experienced in the program strategies served as peer-teachers to the late comers.

The practicum demonstrated that using interdisciplinary strategies in the regular classroom, provided a positive way to meet the unique needs of gifted children. Children enjoyed learning in the child-centered program.

The cooperation and involvement of the superintendents, principals, and teachers was vital to the successful implementation of the practicum.

Recommendations

The writer would make the following recommendations to anyone wishing to replicate this program:

1. Present the curriculum materials to teachers in self-contained boxes color coded for easy identification. Advise teachers to add their own ideas over time. Use step-by-step teacher instructions.

2. Arrange for more time for the program coordinator to visit in the regular classroom. The classrooms visits by the coordinator were highly motivating to both the participating teachers and the children. A minimum of four visits per classroom would be most effective.

3. Engage the school parent volunteers in the program.

4. Involve the parents in the activities. Advise each teacher to invite parents to the classroom to join or observe their children participating in the strategies.

5. Advise teachers to plan school-wide performances to provide the opportunity for children to display the products they made in centers activities.

6. Encourage each teacher participant to feel relaxed about scheduling teacher/child conferences.

7. Explore with teachers how they can be facilitators

that provide unique learning experiences for gifted children.

Dissemination

All 10 of the principals that gave their approval for implementation of the practicum in their school will be given a copy of the practicum.

Abstracts, with an appropriate cover letter (see Appendix V), were sent to each of the other 40 principals in the district.

The county consultants that participated in the in-service will be sent a copy of the practicum.

The ten teachers that were vital in the implementation of the practicum will be given a copy of the practicum.

A practicum copy was placed in the faculty library of the participating elementary schools. In addition, an oral report on the practicum process and the results, was presented at a faculty meeting in September, 1988.

A report was submitted to the Block Grant Division, the State Department of Education for Education Improvement Act (EIA) funding in June, 1988. An additional EIA grant was submitted for the 1988-1989 school year.

In view of the timeliness of the material in the practicum, the writer submitted a copy to the ERIC Clearing House on Handicapped and Gifted Children for possible inclusion in the Educational Resources Information Center (ERIC) data base.

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APPENDICES

APPENDIX A

NEEDS ASSESSMENT QUESTIONNAIRE/CHECKLIST TEACHER-RESULTS

NEEDS ASSESSMENT QUESTIONNAIRE/CHECKLIST

Name:_(Optional)____________________Date_____________

Please read and select the answers that best describe your opinion about gifted second-grade children. Circle your correct response. Thank you for your time.

1. It is the civil right of every child to an educational program that accommodates his/her special needs and enables him/her to fully develop all potential as a learner.

YES (97%) NO N/A (3%)

2. Do you see a need at your school to initiate procedures to provide enrichment centers for second-grade children ?

YES (86%) NO (14%) N/A

3. Gifted second-grade children can be served in the regular classroom by differentiated centers that provide enrichment activities with supervision by a second-grade teacher.

YES (94%) NO (6%) N/A

4. Educators recognize the critical value of early identification of special needs children and intervention to reduce the risk of underachievement.

YES (93%) NO (7%) N/A

5. Would you say your attitude toward the education of gifted children, a special needs group, is a positive one?

YES (98%) NO N/A (2%)

6. Would you want your own second-grade child (if you had one) to have the opportunity to participate in a curriculum that was designed to meet their special needs?

YES (98%) NO N/A (2%)

7. Early intervention in enrichment centers provided for second-grade gifted children will accommodate the needs of exceptionally high academic achievers.

YES (93%) NO (6%) N/A (1%)

Please sign below if you would like to participate in this pilot project for second-grade gifted children.

Name:

______________________________School____________Phone________

Address____Zip Code______

I like this idea. However, I do not want to participate at this time in the pilot project ____________ (check).

Comments:____

APPENDIX B

QUESTIONNAIRE COVER LETTER FOR TEACHERS

Dear

I am sending you this survey as part of a pilot project I am conducting entitled Interdisciplinary Strategies for Teaching Second-Grade Gifted Children in the Regular Classroom: An In-service for teachers. Please take time and read this questionnaire and follow the given request. I have included at the end of the questionnaire a place for you to sign if you would like to participate in this project. I am conducting this pilot project with the approval of the school district of this County.

If you would like additional information about this pilot project please call 555-3255 or write to the above address. I gratefully appreciate you being a part of this survey and request that you return the questionnaire in the postage paid envelope today.

All materials in this project will be available for you to use with second-grade children who meet the criteria as judged by you, the classroom teacher. These gifted children will be defined for the program as; all who are able to work independently after completion of regular classroom assignments. Interdisciplinary centers will include Guidance, Language Arts, Art, Science, and Social Studies.

Thank you very much for your time. I hope you will be one of the teachers that elects to participate in this pilot project.

Sincerely,

Gwen W. Winter
Art Specialist, Gifted/Talented
Program Coordinator, GLASS

cc: Dr. Thomas E. Kerns
Dr. Elizabeth DuBose
Dr. Mildred Young
John F. Hamilton

APPENDIX C

PRINCIPAL COVER LETTER

Dear

I am conducting a survey for a pilot project with the approval of the school district of this county entitled Interdisciplinary Strategies for Teaching Second-Grade Gifted Children in the Regular Classroom: An In-service for Teachers.

I have mailed to two second grade teachers in each elementary school (50), a questionnaire and asked them to be a part of the program. Unfortunately I am unable to provide this in-service for all 100 teachers. I have limited the project to a small number of participants. The first teachers that reply will be selected to be a part of this project. If any teachers from your school decide to be a part of this project, your approval will be necessary for their participation.

Enclosed is a copy of the questionnaire for your files. Please feel free to ask any questions about this project. I am at home at 555-3255 .

Sincerely,

Gwen W. Winter
Art Specialist, Gifted/Talented
Program Coordinator, GLASS

cc: Dr. Thomas E. Kerns
Dr. Elizabeth Dubose
Dr. Mildred Young
John F. Hamilton

APPENDIX D

PRINCIPAL APPROVAL LETTER

Re: Second-Grade Gifted Program: Teacher Approval

Dear Mr.

I am requesting your approval for second-grade teacher(s) participation in the pilot project Interdisciplinary Strategies for Teaching Second-Grade Gifted Children in the Regular Classroom: An In-service for Teachers, known as GLASS. Please indicate below in the appropriate blank if you agree to the second-grade teacher at your school being a participant.

Response to this project has been great. We have only a limited enrollment and one or more of your teachers was among the first to apply. Please return this form as soon as possible so that we can prepare for the program. Please call 555-3255 if you have any questions regarding this pilot project.

If you would be interested in the results of this project indicate below and I will send you a summary of the program when evaluations have been completed. You are invited to all of the in-service activities.

Your teacher(s) will inform you as to when we meet. Thank you for your prompt reply.

Sincerely,

Gwen W. Winter
Art Specialist, Gifted/Talented
Program Coordinator, GLASS

________________Yes____No --Teacher Approval
Sign

(check)_____Yes____No --Final Evaluation Report Requested

APPENDIX E

NOTIFICATION LETTER TO TEACHERS

Mrs. Gwen W. Winter
Westcliffe Elem. School
105 Eastbourne Road
Greenville, SC 29611

August 21, 1987

Dear

This letter is to notify you that your principal has given his/her approval for you to participate in the pilot project Interdisciplinary Strategies for Teaching Second-Grade Gifted Children in the Regular Classroom: An In-service for Teachers.

Education Improvement Act Funding has limited the selection of participating teachers in this county wide project to ten. If at this time you have decided not to participate in this project, please advise this writer at once so adjustments can be made.

I want to take this opportunity to thank you for your interest and cooperation in this project. I know this adventure in education for gifted children will be a very meaningful experience for everyone involved.

Enclosed is a calendar for the 1987-88 school year. This plan will serve as a guide to the adventures in the revolving-door model, GLASS. Our first meeting will take place after school September 10th at Westcliffe Elementary School.

Please contact me by phone if you need to talk about the project. My home phone is 555-3255 and my school phones are 246-1780 (Westcliffe) or 554-3645 (Travelers Rest Elementary).

I am looking forward to meeting with you.

Sincerely,

Gwen W. Winter
Program Coordinator, GLASS

cc: Dr. Thomas E. Kerns
Dr. Elizabeth DuBose
Dr. Mildred Young
John F. Hamilton

APPENDIX F

SUPERINTENDENT AND DEPUTY SUPERINTENDENT APPROVAL

September 10, 1987

Gwen W. Winter
Westcliffe Elementary
School
105 Eastbourne Street
Greenville, SC 29611

Dr. Roy Truby
Superintendent
The School District of Greenville County
301 Camperdown Way
Greenville, South Carolina 29602

Re: Request for approval to implement Interdisciplinary Strategies for Teaching Second-grade Gifted Children In the Regular Classroom: An Inservice for Teachers

Dear Dr. Truby,

I am requesting permission to implement the above practicum in the school district. Nine second-grade teachers and one media-specialist will be involved in the in-service and over 70 gifted second-grade children will be impacted by this program.

This practicum has been selected to receive a grant entitled "GLASS Workshop Gifted/Talented: For Teachers" under the South Carolina Education Improvement Act Competitive Grants Program.

Thank you for you kind attention to the request.

Sincerely yours,

Gwen W. Winter
Program Director

Permission granted this 9 day of 10, 1987

Roy Truby

Dr. Roy Truby, Superintendent

September 10, 1987

Gwen W. Winter
Westcliffe Elementary
School
105 Eastbourne Street
Greenville, SC 29611

Dr. Thomas E. Kerns
Deputy Superintendent
The School District of Greenville County
301 Camperdown Way
Greenville, South Carolina 29602

Re: Request for approval to implement Interdisciplinary Strategies for Teaching Second-grade Gifted Children In the Regular Classroom: An Inservice for Teachers

Dear Dr. Kerns,

I am requesting permission to implement the above practicum in the school district. Nine second-grade teachers and one media-specialist will be involved in the in-service and over 70 gifted second-grade children will be impacted by this program.

This practicum has been selected to receive a grant entitled "GLASS Workshop Gifted/Talented: For Teachers" under the South Carolina Education Improvement Act Competitive Grants Program.

Thank you for you kind attention to the request.

Sincerely,

Gwen W. Winter
Program Director

Permission granted this 9th day of 10, 1987

Thomas E. Kerns
Dr. Thomas E. Kerns, Deputy Superintendent

APPENDIX G

TEACHERS SHARE THAT CARE FORM

Teacher's Share that Care Form

Name____ Date__________
Include in GLASS
Circle Center

1. Define Terms:

2. Write Objective: The students will be able to__________

3. Model activity: Teach to Class

4. Write the Process:

Step 1:

Step 2:__________

Step 3:__________

Step 4:__________

Content:__________

Reference List:

Special Notes:__________

APPENDIX H

DIRECTOR/TEACHER CONFERENCE FORM
GLASS MANAGEMENT EVALUATION FORM

GLASS Director/Teacher Conference Form

1. Discussion On Survival Kit Management:

Working Management Ideas

2. Discussion, program problem solving

3. Discussion of child related activities

4. Staff related planning

5. Additional problem solving:

6. Equipment needed, or material replacement

7. Other:

Recommendations:

8. The most positive thing that happened in this meeting was

APPENDIX I

TEACHERS ROTATION PROCESS FORM

Teacher Rotation List

Teachers Share that Care

1. October Name______________ Name______________

2. December Name______________ Name______________

3. February Name______________ Name______________

4. April-M Name______________ Name______________

5. Awards Name______________ Name______________

Directions: During the year each teacher will devise or create five lessons that would be appropriate to be used in GLASS centers. These lessons will be shared with the other teachers. One teacher will be selected by the director to receive an award for the outstanding contribution to lessons planning.

Recommendations:

____

____

____

APPENDIX J

TEACHER OPTIONAL REFRESHMENT LIST

Refreshment List (Optional)

1. October:

____

____

____

____

2. December: Planning with Director:

____

____

____

____

3. February:

____

____

____

____

4. May

____

____

____

____

____

Direction: Please sign up for the month you would like to bring refreshments. I will provide the funds for the December meeting, those that sign up will select and serve the menu.

APPENDIX K

CHILD IDENTIFICATION

GLASS Identification : Adventure ______Circle G.L.A.S.S
Child ______identified___Not Identified:Adv. I ___only

Date Name Score (5 points each)

1. Uses creative thinking skills. Yes________No ___________

2. Enthusiastic presentation. Yes_________No_______________

3. Uses good grammar and neatness. Yes_______No___________

4. Used three or more reference. Yes_____No_____________

5. Reached a logical conclusion. Yes____________No_________

6. Used sound, sight or mixed-media in product display. Yes_________ No_______________

7. Shared meaningful information with others. Yes____ No___

8. Demonstrated risk taking. Yes__________No_____________

9. Presentation generated creative thinking in others. Yes__ No______Evidence of a spin-off activity from original thoughts. Yes__________No______________

10. Expanded ideas (elaboration) in the process. Yes____No___

11. Ideas show synthesis (formulate a solution). Yes___No____

12. Produced a useful and innovative product. Yes____No______

13. Presented a base of understanding of the information discovered. Yes__________No____________

14. Has original ideas in responses to questions. Yes_______ No_______________

15. Displayed a good imagination. Yes _________No__________

16. Used organization ideas from given outline. Yes ___No___

17. Produced a redesigned idea, song, visual, or written work. Yes____________No____________

18. Produced or acted out (displayed) results in an exciting way. Yes_____________No______________

19. Brought order from chaos (from complexity). Yes _____No____

20. Used special effects in the adventure (movie, filmstrip, radio, record player, computer, video). Yes________No_______

APPENDIX L

CONTINUOUS EVALUATION CHILD/TEACHER

Form A

GLASS PLANNING SHEET

Name Date Adventure Area
Circle G,L,A,Sc,Ss

(* Count 10 points) Write on the back of the paper, if needed.

GREAT IDEA *

What I want to discover

2. Where I want to start *

suggestions: Library, interview,

3. How I will go about it*

4. Materials I will need (make a list)*

5. Problems I may experience *

6. Predicted outcome of project *

7. Self-evaluation
   a. Solution found ________ * yes ________ no (*10 points)
   b. I used my time well ____ * yes ________ no (*10 points)
      Time spent on discovery ________
   c. I used a visual (picture, clay work) or an unusual way to display my discovery.
      * yes ________ How ________ Why not? ________
   d.
      I shared my discovery with others ________ Yes* ____ No ___
      How ________

Total Score ________ Your Name ________

Bonus Points: How could you improve this assignment?

1 bonus point for each good idea for improvement. List:

Use the back of paper, if needed.

Bonus Points for Information Sources: 1 point for each.

Teacher Agreement/Disagreement:

Total Score

Discussion:

Form B

GLASS Planning Independent Adventure Evaluation

Please fill in the blanks.

Name ________________ Date ________ G L A S S Adventure Circle

BRIGHT IDEA!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

What I want to do ____________________

Where I go to gather facts ____________________

Things I need to carry out this activity (materials) ____________________

Things that will get in the way (problems)

____________________ ____________________

____________________ ____________________

CIRCLE RIGHT ANSWER: I used my time well: all the time, most of the time, not this time.

I was neat and accurate all the time, sometimes, not this time.

CIRCLE

I used art, music, drama, or writing in this presentation.

FILL IN THE ANSWER:

What I liked best about this activity was ____________________

____________________.

What I liked least about this activity ____________________

____________________.

Grading Scale: Circle best choice

Super Great Well Done Very Good Fair Needs Work

Name ____________________ Date Completed ____________

Teacher ____________ Date ____________ Score ____________

APPENDIX M

LEARNING-CENTER CHILD ATTITUDE SURVEY

Look Out: There's a Big Center . . .Ahead

Name Date School

QUESTIONS. . . Answer in ONE (1) of the FIVE (5) ways

Circle and color in the circle
1) Never, 2)Seldom, 3)Sometimes, 4)Most of the time, 5)Always

1. I like being able to solve a mystery on my own in a classroom center by reading and discovering things for myself.

1 2 3 4 5

2. When I finish classroom assignments I like to work on other ideas.

1 2 3 4 5

3. I enjoy doing extra work about things that I like.

1 2 3 4 5

4. An interview about my chosen topic is fun.

1 2 3 4 5

5. I use my time well when I am working on a special topic I like by myself.

1 2 3 4 5

6. I like planning what I am going to learn about.

1 2 3 4 5

7. I like using a contract to work on a great idea in a center project.

1 2 3 4 5

8. I try to be neat and accurate when I use a (teacher made) study guide when working on an independent project.

1 2 3 4 5

9. Creative problem solving is a great way to arrive at important answers.

1 2 3 4 5

10. I like sharing my discoveries (in many different ways) by drawing, sculpture, drama, mime, or by creating a poem.

1 2 3 4 5

APPENDIX N

TEACHER LEARNING-CENTER ATTITUDE SURVEY

GLASS FINAL TEACHER EVALUATION

Name (optional) Date

Very Much (1), Somewhat (2), Undecided (3), Somewhat dislike (4), Very much dislike (5)

1. The GLASS revolving-door model is a practical teaching method for gifted second-grade children at my school.

(1) (2) (3) (4) (5)

2. The materials were cost effective at our school.

(1) (2) (3) (4) (5)

3. The methods used in presenting the GLASS Model were in keeping with the social mores in our school community.

(1) (2) (3) (4) (5)

4. The GLASS revolving-door model is an appropriate way to help meet the needs of second-grade gifted children.

(1) (2) (3) (4) (5)

5. Revised activities and improved curriculum design generated by participants were very helpful.

(1) (2) (3) (4) (5)

Suggestions:______________________________

Best part of the program was____________________
The most difficult part of the program was____________

Thank you for your time.

APPENDIX O

GLASS TEACHER LEARNING-CENTER STRATEGIES EVALUATION

TEACHER INTERVIEW

Circle Pre or Post Test.

NAME SCHOOL DATE

---

1. Do you feel that you need to learn more about the characteristics of gifted children to use the learning-center GLASS? Do you need instructions on the GLASS management system? Yes, No, N/A

Other____

2. Language arts and the arts interdisciplinary strategies require the use of (a) creative problem solving, (b) brainstorming, (c) higher level cognitive skills, (d) increased independence, (e) simulations, and (f) creative reading and writing? Do you feel competent with all of these processes? Yes, No, N/A

Other____

3. The social studies learning-center strategies include: (a) higher level cognitive skills; (b) creative problem solving; (c) computer simulations; (d) the discovery method; and (e) use of fluency, flexibility and originality? Could you help a child learn all of these methods at this point in time? Yes, No, N\A

Other____

4. The science learning-center strategies include (a) scientific method and thinking, (b) independent study (c) creative problem solving, (d) the discovery method, and (e) simulations? Do you understand these methods well enough to help a child use these processes now?

Yes, No, N\A

Other____

5. GLASS learning-centers provide materials and procedures that are enrichment for gifted children. Would you take the centers and use them with no additional in-service or instructions with the gifted child?

Yes, No, N\A

Other____

How many college classes (credits) do you have in gifted and talented education?________________LIST________

APPENDIX P

TEACHER INSTRUCTIONAL INFORMATION

For Teachers Only: Survival Kit
Adventure I Contract

Directions: Please read these contract ideas to help you understand how the child will see the management activities in GLASS. These examples will help you understand what the child might have trouble understanding.

A contract is when you go to a bank and ask for the money to build a house. You have to sign a contract to get the money. You agree to do certain things. We will write contracts in all the learning-centers this year. This gives you the opportunity to make selections. This gives you a choice as to what activities you will complete in each learning-center. This is a contract. Instructions will tell you how many activities you must complete in each center. Example: You agree to finish 3 out of five of the activities.

I agree to complete activities numbers

Name	Monday	Tuesday	Wednesday	Thursday	Friday
____________	1 ________	2,3 ______	4,5,6 _______	9,11 ______	13,15 ___

This is a great way to manage the work going on in each learning-center. This is called planning. This is a planning sheet. Mother sometimes makes a list of things to do. She is using a type of planning.

Appointment sheets Form B are for evaluation with your teacher. You fill this out by your self. And take it with you to the teacher/child conference.

Once or twice a week your teacher will review your center activities. The teacher will evaluate your activities on Form A. You will sign up for a review of your work and a passing, or needs improvement grade. You will also evaluate your own work on Form B and compare the two evaluations.

ALL THE CENTERS ARE COLOR CODED. A code is a clue that tells us what to do with something. This means that each center is one basic color. Adventure 1 is blue. Adventure 2 is yellow. Adventure 3 is pink and red. Adventure 4 is green and Adventure 5 is purple. Color management makes it easier to keep up with what you are doing. Materials are returned to the correct center by matching the item by looking at the color. Color your first adventure blue, because it is about you. Blue is the color of the sky, keep looking up and your dreams will come true, look down once in a while and tie your shoes. Or help tie someone else's shoes. Be a friend.

We want your ideas left in the centers. There is a sheet that you can fill out to give ideas for learning activities for other children to try. It is call GREAT ADVENTURE IDEAS and created for Special Kids in Second-Grade like you. Now is the time to dream up great ideas. Write three or four of them down and talk them over with your friend.

You will keep an Adventure notebook for your center work. You will make a variety of projects and share your outcomes with other classmates at appropriate times with teacher approval. Keep smiling, you have such a great face...and be good to yourself today.
Keep your shoe laces out of my way please. I hate falling on my face in front of other people.

Thank you for taking time to help yourself. You have a lot of things you need to do learn to do. You can think about all this for a while. If you don't understand some of the directions, you can talk about it to your teacher at the conference on Thursday or what ever day you have selected for your center review. You know what? The only way to find out about things is to try it out, and then ask questions. You first. By the way, what is your name? Write your name here____

You can call me Self-centered.....that's a joke of course.

I will tell you a lot about yourself. You will discover some things that you have been thinking about all the time.

Well, it really is going to be an adventure and you are going to be the main actor. Now relax, get ready to find solutions and hidden treasures. We can share the gold with all those people that you live around.

From now on I will do less talking. You will do the walking, and looking and you will select the activities you want to do. By the way, have you ever thought about getting boots. They slip over your feet, and they come without laces. Just a suggestion.

Management takes a lot of careful planning and thinking about your work. Be sure to keep a record of your daily work in your own file. Record what you have accomplished each day and remember to evaluate and review your work.

APPENDIX Q

GLASS MANAGEMENT EVALUATION FORM

Glass Management Evaluation Form

Direction: Circle the correct answer and complete if needed.

1. The vocabulary in the child's management booklet is (a) appropriate (b) is not appropriate, (c) it needs __________

____

2. The color management is (a) working well, (b) needs improvement (c) could be changed ____________________

____

3. Contract management is (a) appropriate with 2nd graders, (b) is not appropriate, (c) could be improved __________

____

4. Once a week conference time is (a) working well, (b) need to be increased to twice a week, (c) should be changed to____

5. Child evaluation in learning-centers is (a) working well, (b) needs revision, (c) could be better if ____________

____

6. Parent(s) should be included in conferences (a) once a month, (b) when appropriate and needed (c) would work well if

____

7. The best thing about this management program is (a) the way a child can learn to order his\her work, (b) the teacher is a facilitator (c) is the way ____________________

APPENDIX R

CALANDAR PLAN FOR ACTION

CALENDAR PLAN FOR ACTION

The following schedule outline the plan for designing, implementing, and evaluating an in-service program with ten teachers that incorporates interdisciplinary strategies for teaching second-grade gifted children in the regular classroom.

Month 1 (May)

- -- continue review of the literature
- -- develop second-grade teacher needs assessment questionnaire/checklist
- -- meet with deputy superintendent and review program plans
- -- meet with both principals and review plans
- -- develop cover letter for questionnaire
- -- develop cover letter for principals of second-grade teachers
- -- meet with gifted and talented director to get her approval and orient her to the program
- -- develop identification procedure for children
- -- talk with two second grade teachers at each school and orient them to program plans
- -- develop proposal for State EIA grant
- -- initiate planning for second-grade gifted program
- -- meet with art consultant and orient him to the proposed program (Immediate Department Head)

Month 2 (June)

- -- develop GLASS identification checklist (performanced based)
- -- develop Child Center Pre- and Post- Evaluation
- -- develop GLASS Planning Sheet, Form A (Teacher Conference Sheet) and Form B (Child Self evaluation sheet)
- -- develop GLASS Final Teacher Evaluation
- -- develop Principal/Teacher Approval Form
- -- develop Glass Teacher's Share that Care Form
- -- develop Teacher Rotation List
- -- develop teacher Refreshment Option Form
- -- develop Glass Management Evaluation Form
- -- develop GLASS Director/Teacher conference Form
- -- submit State EIA grant application
- -- test Child Center Evaluation Form
- -- test beginning Center materials with gifted

Month 3 (July)

-- mailed needs assessment questionnaire/checklist with teacher cover letter
-- mailed principal cover letter with teacher needs assessment questionnaire/checklist
-- continue to develop materials for GLASS centers
-- continue review of the literature
-- develop teacher Acceptance notification

Month 4 and 5 (August and September)

-- tabulate needs assessment questionnaire/ checklist
-- mail Principal/Teacher approval forms
-- notification of EIA Grant Funding Award
-- requisition necessary materials
-- mail teacher Acceptance notification
-- complete Center Management Plan
-- duplicate all forms needed for workshop I
-- arrange for light refreshments (20)
-- arrange school for in-service workshop
-- arrange for gifted and talented consultant to talk to teacher participants
-- complete Guidance Centers (11)
-- notify first teacher group (2) on Teacher's Share That Care activities
-- utilize regular 2nd grade parent volunteers
-- prepare Notification of Workshop Form
-- notify teachers, volunteers and principals of time and place of the first workshop
-- conduct first in-service workshop (see In-service format)
-- use sub-day for teacher visitations
-- write gifted and talented consultant a letter of appreciation

Month 6 (October)

-- establish a network of communication via phone and school mail courier system
-- report by teacher and tabulate number of identified children
-- complete Language Arts and Art Centers (2 & 3)
-- visit 2nd grade teachers that make request
-- duplicate all forms needed for workshop II
-- verify finals with refreshment group (if approved)
-- notify second teacher group (2) on Teacher's Share That Care activities
-- prepare Notification of Workshop Form
-- arrange for school facility for meeting
-- maintain open door policy for parents, other teachers and consultants
-- mail notification of Workshop

-- conduct second in-service workshop

Month 7 (November)
- -- Individual conferences requested by 2nd grade teachers with director
- -- continue to prepare Social Studies Centers
- -- duplicate all forms needed for workshop III
- -- maintain open door policy with staff and parents
- -- arrange school for workshop III
- -- prepare Notification of Workshop Form
- -- mail Workshop Form to teachers
- -- upgrade any materials needed in other centers
- -- notify third teacher group (2) on Teacher's Share That Care activities
- -- use substitute-day for teacher visitation

Month 8 (December)
- -- conduct workshop III on Social Studies
- -- arrange for special Christmas surprise
- -- teacher and volunteer participants
- -- arrange for computer consultant session
- -- prepare for short month activities
- -- make necessary visitations to schools
- -- write computer consultant appreciation letter

Month 9 (January)
- -- Individual conferences requested by 2nd grade teachers with director
- -- maintain materials in other centers as needed
- -- complete centers on Science
- -- duplicate materials needed for workshop IV
- -- requisition any additional materials needed
- -- arrange school for in-service meeting
- -- notify teachers of time and place of IV in-service workshop
- -- notify fourth group (2) on Teacher's Share That Care activities
- -- Prepare Notification of Workshop Forms
- -- notify teachers of time and place of IV in-service meeting
- -- use substitute-day for visitations

Month 10 (February)
- -- conduct workshop IV on Science
- -- arrange for Science consultant session
- -- continue to supply replacement needed materials
- -- duplicate materials for evaluation workshop
- -- make preparation for teacher recognition awards
- -- maintain open door policy with staff and parents
- -- review and duplicate for Teacher's Share That Care materials

Month 11 (March)
-- maintain close relationship with teachers in the program through visitations and courier communications
-- supply materials to replace those used in centers
-- provide supportive suggestions and supply all teachers with Teacher's Share That Care copied materials
-- visit schools upon request of teachers
-- write appreciation letter to science consultant

Month 12 (April)
-- BSAP and CTBS Testing in the schools
-- classroom evaluation and record keeping in the elementary schools
-- no formal in-service meeting unless requested by teacher participants
-- use substitute-day for visitation in the schools
-- make preparations for the last (V) in-service and evaluation meeting
-- finalize teacher recognition awards
-- complete all necessary duplication of materials for evaluation
-- collect all completed information on centers evaluation and program evaluation
-- complete center evaluations

Month 13 (May)
-- conduct final in-service meeting
-- present teacher recognition awards
-- announce plans for next year
-- report on program evaluations
-- submit project summary to language arts consultant
-- submit project summary to arts consultant
-- submit report to gifted and talented director
-- submit report to science and social studies consultants
-- mail report to principals that requested on teacher form
-- submit forms to State Department Block Grant Section
-- write and submit report on practicum

APPENDIX S

PRACTICUM COVER LETTER

Dear

I have recently submitted a written report to the faculty of the Early and Middle Childhood Program of Nova University in candidacy for the degree of Doctor of Education.

The goal of the program detailed in this report was designed to identify gifted 2nd-grade children in the regular classroom setting by teacher nomination and to establish a program that incorporated interdisciplinary strategies presented in 5 in-service workshops to 10 second-grade teachers. The practicum, designed specifically for the young child, uses an interdisciplinary approach presented to 2nd-grade teachers with an array of procedures that are (a) practical, (b) cost effective, (c) socially viable, and (d) appropriate to the needs of 2nd-grade gifted children.

I am enclosing a copy of the practicum report.

If you have any questions or wish to receive further information regarding this project, feel free to contact me at 845-3255. Thank you.

Sincerely,

Gwen W. Winter

APPENDIX T

ABSTRACT COVER LETTER

MEMO:

Re: Interdisciplinary Strategies for Teaching Second-Grade Gifted Children In the Regular Classroom: An In-service for Teachers.

TO:

I have recently submitted a written report to the faculty of the Early and Middle Childhood Program of Nova University in candidacy for the degree of Doctor of Education.

The goal of the program detailed in the report was designed to identify gifted 2nd-grade children in the regular classroom nominated by 2nd-grade teachers and selected on an evaluation of program strategies. The strategies are presented as part of the practicum in two volumes that include (a) guidance, (b) language arts, (c) the arts, (d) social studies, and (e) science (GLASS).

I have attached a copy of the abstract of this project's report.

If you have any questions or wish to receive further information regarding this project, please feel free to contact me at 845-3255. Thank you.

Sincerely,

Gwen W. Winter

APPENDIX U

TEACHER INSTRUCTIONAL INFORMATION FOR PARENTS

WHAT IS ADVENTURES?

Adventures is an enrichment project-related center activity for children who are able to work on their own. Children who can are able to use the learning-centers after they finish their regular classroom assignments.

Children proceed at their own pace through GLASS with the direction of their classroom teacher. Minimum adult help and supervision is practiced. Management is encouraged and performed by the children themselves. They will start out learning to be managers, and will progress to the point where little supervision from their teacher is required.

ADVENTURE 1 provides the child with a greater awareness of themselves. The child is encouraged to participate in record keeping with minimum teacher intervention.

ADVENTURE 2 has a base of language arts. Much has been added to give the center an interdisciplinary (across topics) approach with strategies (a variety of techniques for learning) and hands-on activities to stimulate small muscle coordination and hand-eye coordination.

ADVENTURE 3 (placed with center 2) has a base of art. Activities in the center integrate learning through creative (a) reading, (b) writing, (c) listening, and (e) graphic art.

ADVENTURE 4 is flavored with the subject matter of science. Drawing, writing, reading, investigation and creative problem solving lead the way in this adventure.

ADVENTURE 5 is the social studies learning-center. It includes many of the strategies of the other four learning-centers. Children will learn about their world through the in-depth independent learning-centers.

This model is called the GLASS (guidance, language arts, art, social studies, and science) revolving door model because the center is composed of these subject related learning centers. It is called the revolving door model because any time during participation, that the child fails to maintain the lessons and assignments in the regular classroom setting, the child can immediately withdraw from learning-center activities. After catching up with basic skills, and regular classroom assignments, the child can return to the learning-center activities. Learning-centers activities are self-paced and designed to allow the child to make choices and decisions as to what activities they will experience. Activities for selection are usually limited to two or three experiences within a range of five or six items. Teachers will be on the alert to help the child decide if and when learning-center activities are appropriate for them. Parents may want help the child in the beginning in the decision making process if the teacher feels this would benefit the child.

Note: This explanation is appropriate to send to parents as an introductory letter about GLASS learning-center selection and participation.

GLASS: Interdisciplinary Strategies for Teaching Second-Grade Gifted Children In the Regular Classroom

by

Gwen W. Winter

Cluster 19

Vol.1 is submitted as part of
A Practicum II Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova University

1988

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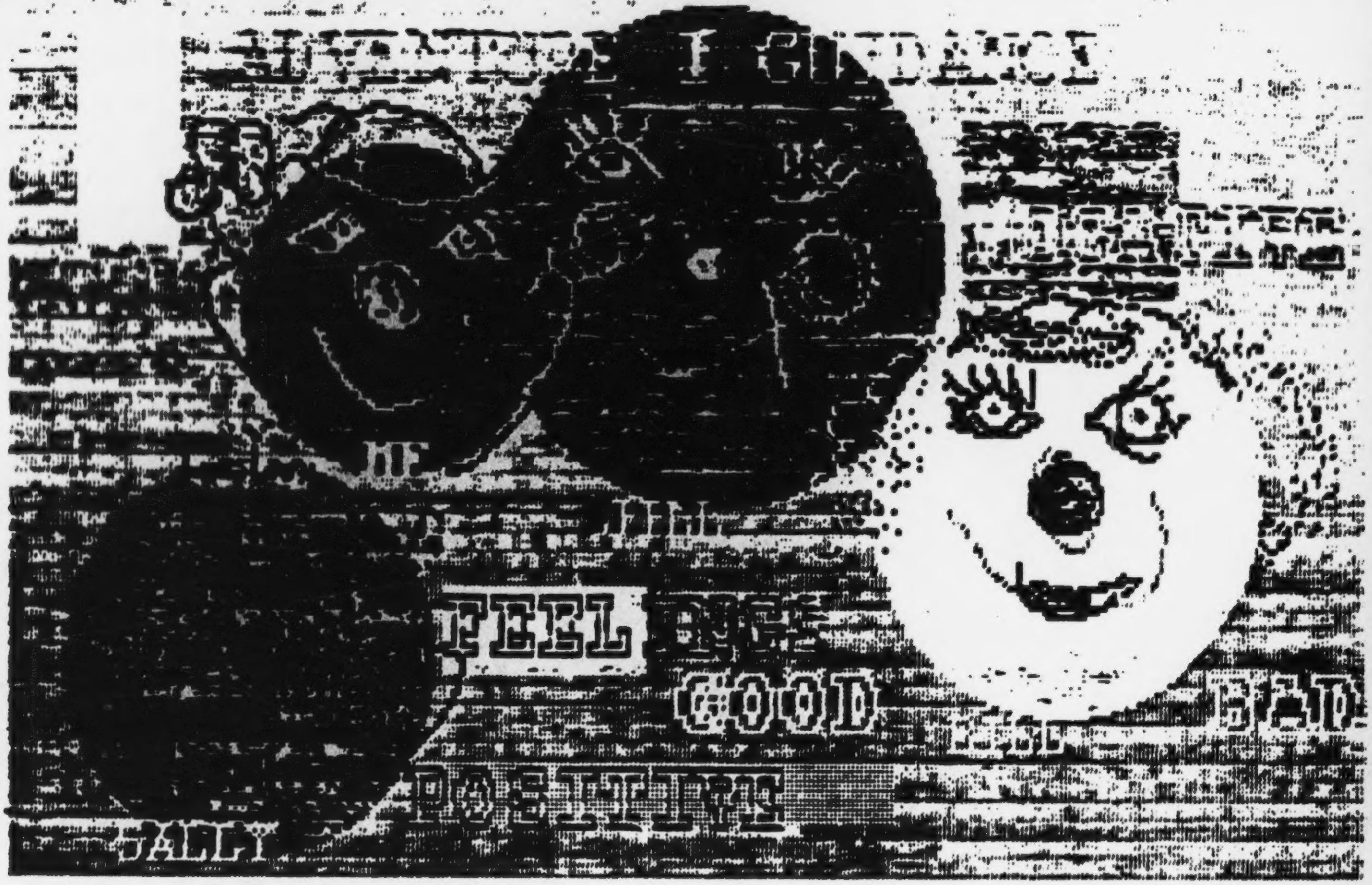

FEAR
ME
FEEL
GOOD
BAD
POSITIVE
SALLY

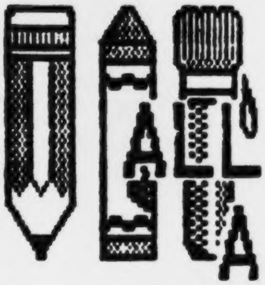
GUIDANCE LEARNING-CENTER: ADVENTURE 1

An existentialist philosophy- a curriculum that emphasizes

(a) individual awareness

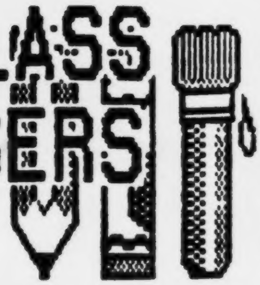
(b) creativity, and

(c) self-exploration.



ALL ABOUT ADVENTURES!

A PROJECT RELATED LEARNING-CENTERS KIT! CHILDREN PROCEED AT THEIR OWN PACE AFTER FINISHING REGULAR CLASS ASSIGNMENTS. MINIMUM TEACHER HELP AND SELF-MANAGEMENT IS DONE BY THE GIFTED CHILD USING ONE CENTER AT A TIME. INTERDISCIPLINARY IN ALL FIVE ADVENTURES-GLASS SURVIVAL KIT MANAGERS.



WHAT IS ADVENTURES?

Adventures is an enrichment project-related center activity for children who are able to work on their own. Children who can are able to use the learning-centers after they finish their regular classroom assignments.

Children proceed at their own pace through GLASS with the direction of their classroom teacher. Minimum adult help and supervision is practiced. Management is encouraged and performed by the children themselves. They will start out learning to be managers, and will progress to the point where little supervision from their teacher is required.

ADVENTURE 1 provides the child with a greater awareness of themselves. The child is encouraged to participate in record keeping with minimum teacher intervention.

ADVENTURE 2 has a base of language arts. Much has been added to give the center an interdisciplinary (across topics) approach with strategies (a variety of techniques for learning) and hands-on activities to stimulate small muscle coordination and hand-eye coordination.

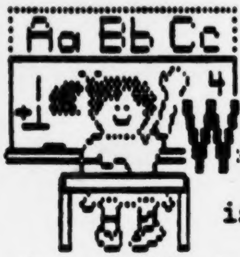
ADVENTURE 3 (placed with center 2) has a base of art. Activities in the center integrate learning through creative (a) reading, (b) writing, (c) listening, and (e) graphic art.

ADVENTURE 4 is flavored with the subject matter of science. Drawing, writing, reading, investigation and creative problem solving lead the way in this adventure.

ADVENTURE 5 is the social studies learning-center. It includes many of the strategies of the other four learning-centers. Children will learn about their world through the in-depth independent learning-centers.

This model is called the GLASS (guidance, language arts, art, social studies, and science) revolving door model because the center is composed of these subject related learning centers. It is called the revolving door model because any time during participation, that the child fails to maintain the lessons and assignments in the regular classroom setting, the child can immediately withdraw from learning-center activities. After catching up with basic skills, and regular classroom assignments, the child can return to the learning-center activities. Learning-centers activities are self-paced and designed to allow the child to make choices and decisions as to what activities they will experience. Activities for selection are usually limited to two or three experiences within a range of five or six items. Teachers will be on the alert to help the child decide if and when learning-center activities are appropriate for them. Parents may want to help the child in the beginning in the decision making process if the teacher feels this would benefit the child.

Note: This explanation is appropriate to send to parents as an introductory letter about GLASS learning-center selection and participation.



WHAT IS ADVENTURES?

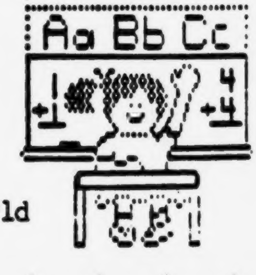
Adventures is an enrichment project-related center activity for children who are able to work on their own. Children who can are able to use centers after they **LEARNING CENTERS** finsh their regular classroom assignments. Children proceed at their own pace through GLASS under the direction of their classroom teacher. Minimum adult help and supervision is practiced. Management is encouraged and performed by the children themselves. **ADVENTURE I** provides the child with a greater awareness of themselves. The children are encouraged to participate in record keeping with minimum teacher intervention.

ADVENTURE 2 has a base of language arts. Much has been added to give the center an interdisciplinary approach with strategies and hands-on activities to stimulate small muscle coordination and eye-hand coordination.

ADVENTURE 3 center has a base of art. The activities in the center intergrate learning through reading, writing and various related arts projects.

ADVENTURE 4 is flavored with the subject matter of science. Drawing, writing, reading, investigation and problem-solving activities lead to the fourth adventure series.

ADVENTURE 5 is called the social studies center. It has all the strategies of the other four centers. Any activity has any number of right answers as a solution. Children will learn about their world through the in-depth self-studies.



TEACHER NOTEBOOK: GLASS CENTERS 1987-1988 SCHOOL YEAR

THESE MATERIALS ARE PROVIDED FOR THE TEACHER PARTICIPANTS IN THE EIA FUNDED CENTER PROGRAM. I hope you will take time to look them over and that they will provide a basis for the program that we are implementing in this county.

The Gifted and the Talented Child

Federal Report: The Marland Report Analysis

The Marland Report was written by the commissioner in response to the congressional mandate of SEC. 806. It provides parameters necessary for developing differentiated educational programs for the gifted and talented on the state and local district levels.

DEFINITION

Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities, are capable of high performance. These children require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

1. general intellectual ability
2. specific academic aptitude
3. creative or productive thinking
4. leadership ability

5. visual and performing arts

6. psychomotor

IDENTIFICATION

Evidence of gifted an talented abilities may be determined by a multiplicity of ways. These procedures should include objective measures and professional evaluation measures which are essential components of identification.

Professionally qualified persons include such individuals such as teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are qualified to appraise pupils' special competencies (Clendening & Davies, 1980).

CHARACTERISTICS OF THE GIFTED	IMPLICATIONS FOR EDUCATION
Inquisitive, curious	Wants to learn by active exploration, questioning, investigation
Interested in many things and finds independent pursuit of interests rewarding	Is motivated to achieve in school if own interests are involved
Desires intensely to know and understand	Wants to try, to succeed, to master, not lazy
Perfectionist, often persevering with high concentration when motivated to reach a goal	Vulnerable to pressures of external evaluation as well as to internal standards of perfection, vulnerable to unrealistic expectations and highly sensitive to "failure" resists interruption to keep a rigid time schedule -wants to continue until the task is perfectly completed
Highly sensitive	Quick to perceive "failure" and rejection
Nonconformist, independent	Resents the constraining

thinker	structure of a traditional classroom, excessive rules and regulations, and pressure for conformity at the expense of expressing individuality
Has drive to be creative, inventive, expressive, discovering	Repelled by rigid structure, rote work, textbook-centered curriculum, excessive group instruction and teacher control
Exceptional capacity for analytical and critical thinking advanced problem solving and perceiving relationships among ideas and events	Desires relevant curriculum, being involved in dynamic learning, sees little use in skill work, tends to be excessively critical of self and others
Self-sufficient, takes initiative, resourceful	Wants opportunity for self-direction, decision making, and developing own interest and plans
Has a distinctive learning style	Teaching methods must be based on a child's learning style in order to motivate and to fulfill learning needs

Joanne Whitmore
Peabody College for
Teachers

TRAITS OF THE GIFTED AND TALENTED CHILD

Learns easily

Is original, imaginative, creative

Is widely informed

Is persistent, resourceful, self-directed

Has common sense -with uncommon understanding

Is inquisitive, skeptical

Is informed in unusual areas

Is artistic to a high degree

Has outstanding vocabulary, is verbally fluent

May be musical, outstanding in performance

Is an independent worker, shows unusual initiative

Shows good judgment is logical

Is flexible, open

Is versatile, has many interests

Shows unusual insights

Shows high level of sensitivity, empathy

Has excellent sense of humor

May have unusual mechanical aptitude

Often shows leadership

Can be the biggest nuisance

Has parents who are most concerned about increasing educational enrichment

Is the child the other children like the best

Developed by the Ventura, California, Public schools

MINIMAL CONDITIONS FOR MEETING THE BASIC NEEDS OF THE GIFTED

I. PSYCHOLOGICAL

General sense of success in a challenging intellectual environment.

Minimal pressures -e.g. time, grade, social

Flexibility in schedule and experiences -
- minimal structure
- alternatives
- freedom to choose, decide

Opportunity to develop capacity for self-direction

Realistic teacher expectations and assistance establishing realistic self-expectations

Guidance in learning to cope with traits of perfectionism and supersensitivity -tendencies to feel inadequate and to perceive social rejection or alienation

Competition and cooperation appropriately balanced among classmates

Teacher as a model of creative, intelligent, sensitive person who is socially skillful and actively involved in continuous learning and self-development

Student-centered classroom in which students actively participate in planning and evaluating.

II. SOCIAL

General sense of acceptance and belonging in the classroom plus at least five gifted peers with whom there can be frequent social and academic interaction

Climate of genuine respect, empathy, and affirmation of the worth of individuals; communication that learning is valued and intelligence is respected.

Honest, constructive feedback from the teacher and peers with sensitively helps the child understand social expectations and the effects of his behavior.

Intentional development of social skills and leadership potential:
    partner and team work
    class or group planning and evaluating
    class discussions which increase social awareness and interpersonal skills

Open communication in which a student can discuss ideas, raise questions or defend a position without ridicule by peers or teacher intervention because of irritation or resentment.

III. INTELLECTUAL

Individualized instruction in the basic skills, curriculum and instruction adapted to child's learning style - allowing self-pacing and acceleration, and using a wide variety of methods and materials.

Encouragement to be creative and self-expressive through the arts.

Curriculum that is intellectually challenging, relevant to the world the child is exploring, useful and meaningful to the child, related to his questions or interests.

Exposure to large bodies of knowledge in the arts and sciences and to models of gifted persons in those fields.

Minimal rote memorization and practice exercises, maximum opportunity for problem solving and development of research skills - not a textbook-centered approach.

Integrated, interdisciplinary curriculum.

Opportunity to pursue and share interests and special abilities.

Opportunity to use what is learned using tools of communication, discovery, or problem solving.

Frequent opportunity for "idea play," debate and interaction with the ideas of others.

Joanne Whitmore
Peabody College for Teachers

CURRICULUM FOR GIFTED AND TALENTED STUDENTS

Curriculum for gifted students and its adaptations should be developed in accord with the aims and objectives that parallel the mental abilities and talents of these students. They should differ in degree of quality and excellence from those planned for the intellectually normal or slow learner.

Curriculum should provide opportunities for gifted children:

To add breadth and depth to present knowledge.
To develop efficient reading and study skills.
To utilize problem solving techniques.
To develop and utilize critical thinking skills.
To develop and utilize creative abilities.
To deal with high level abstractions.
To converse with students of like abilities.
To participate in planning learning experiences.
To develop leadership abilities and to become followers.
To set and reach immediate and ultimate goals.
To develop self-discipline and a sense of social responsibility.

Developed by the School District of Janesville
Janesville, Wisconsin

STEPS FOR INDEPENDENT STUDY

1. The student selects a topic of interest
2. The student fills out a planning sheet.
3. The student follows the guide for planning.

4. The students list of at least 5 references.
5. The student researches the topic, collects raw data, and records the information.
6. The students develops higher level thinking skills (at least 5) from Bloom's Taxonomy.
7. The weekly conference (see Form A) will discuss the VALUE of the work.
8. The decision to produce a product is left up to the students as to how they will accomplish it.
9. Self evaluation takes place using Form B provided in the center.
10. The final evaluation takes place at the teacher/child CONFERENCE and the work is displayed in public.

BRAINSTORMING RULES

1. NO CRITICISM

2. FREEWHEELING IS WELCOME!

3. QUANTITY IS WANTED

4. HITCH-HIKE ON ONE ANOTHER'S IDEAS

PROBLEM SOLVING

I. State the facts leading to the problem: WHO is involved? WHAT are the circumstances? WHEN did it happen? WHY did it happen?

____

____

II. What is the actual problem? Can you state the problem in more than one way?

____

____

III. List as many solutions as you can to the problem. Do not evaluate the solutions, simply list as many as you can think of.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

IV. Select two of the above solutions you think might work best. Tell what would probably happen as a result of each of these solutions.

Solution #______________________________

____

Solution #______________________________

____

V. Which solution will you choose? WHY?________

____

____

LET'S MAKE A PLAN

1.WHAT ARE YOU GOING TO DO?________________

2.WHAT THINGS DO WE NEED TO DO THE JOB?

1.__________ 2.__________

3.__________ 4.__________

3. WHAT IS THE 1ST THING YOU HAVE TO DO? 2ND?

1.__________ 2.__________

3.__________ 4.__________

4.WHAT PROBLEMS MIGHT YOU HAVE?

1.__________ 2.__________

DECISION MAKING SKILLS

1. ALTERNATIVES

2 CRITERIA

3. JUDGEMENT

4 REASONS

EVALUATION MEANS WEIGHING A SITUATION OR IDEA BY LOOKING AT BOTH SIDES

YESTERDAY THINGS I

(LIKED)	(DID NOT LIKE)
1.____________	1.____________
2.____________	2.____________
3.____________	3.____________
4.____________	4.____________
5.____________	5.____________
6.____________	6.____________

Carousel learning....

C creating
A adapting
R reading
O observing
U unifying
S substituting
E extending
L linking

Creating new ideas, colors, shapes, things ...

Adapting new ideas to old situations.

Reading all about the subject....and finding new ideas

Observing every aspect of the subject

Unifying the subject with other ideas

Substituting one act, process or thing for another

Extending the subject by adding increased scope

Linking or joining with other ideas

Carousel!
Learning

FORECASTING MEANS THINKING OF CAUSES AND EFFECTS OF A SITUATION.

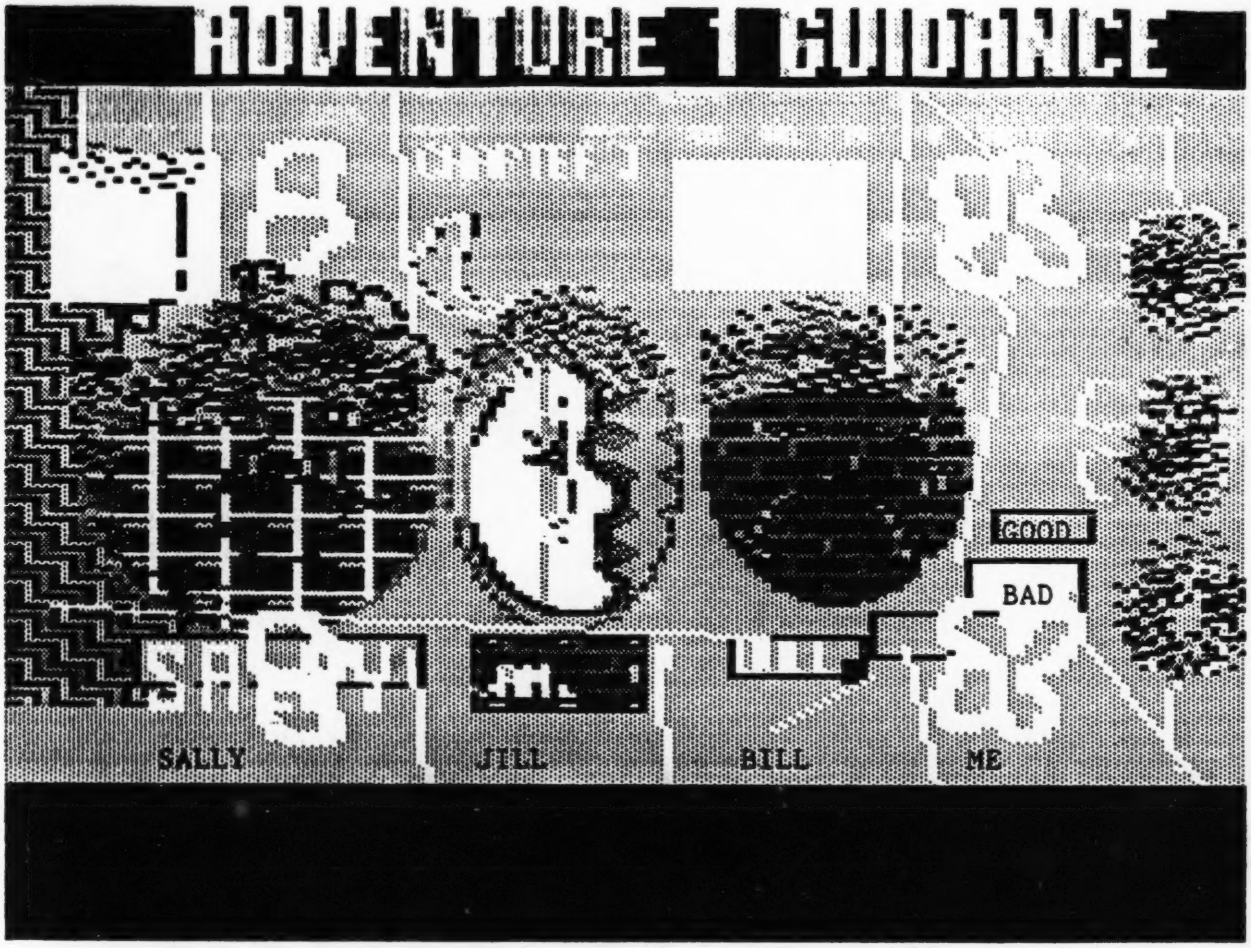
MISSING A SCHOOL DAY

CAUSES	EFFECTS
1.____________	1.____________
2.____________	2.____________
3.____________	3.____________
4.____________	4.____________
5.____________	5.____________
6.____________	6.____________
7.____________	7.____________

VALUES CLARIFICATION

PRIZING ONE'S BELIEFS AND BEHAVIORS

1.PRIZING-CHERISHING
2. ACT OUT IN PUBLIC
CHOICE OF BELIEFS
3. CHOOSE ALTERNATIVES
4.CONSIDER RESULTS
5.FREE TO CHOOSE ACTION
ACTION TIME IS NOW
6.ACTING OUT BELIEFS
7.CONSISTANT ACTION BY REPEATING THE PATTERN


ADVENTURE 1 GUIDANCE
GOOD
BAD
SALLY
JILL
BILL
ME

Written by Gwen W. Winter

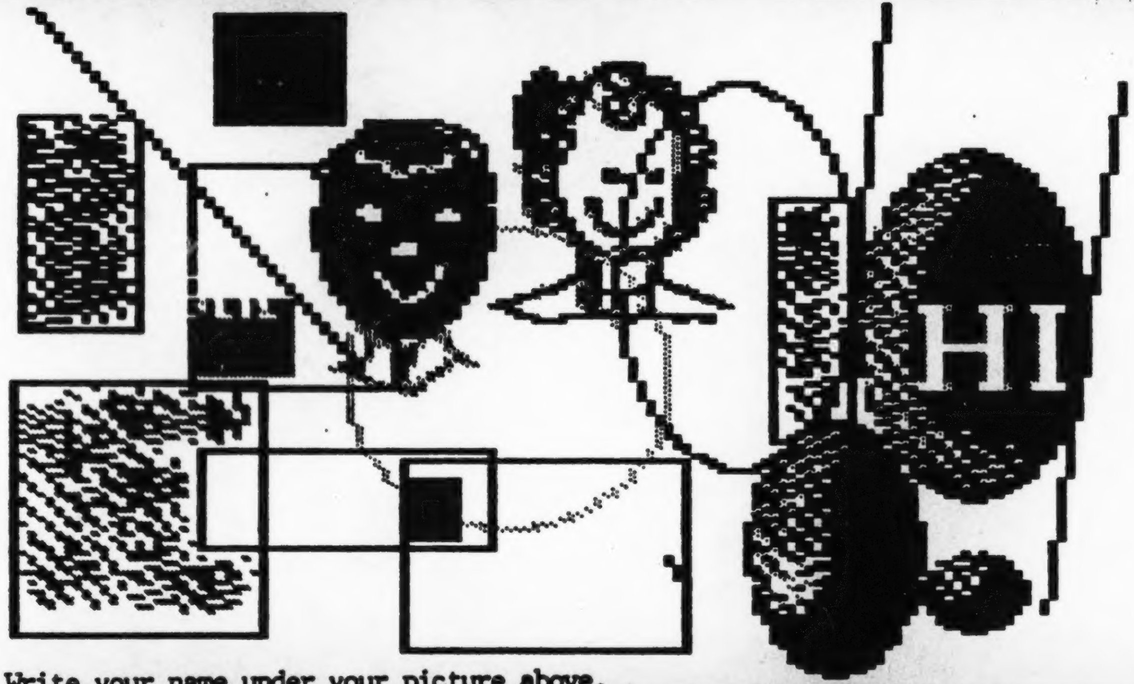
Finished by ___________________________(You)

Please take as much time as needed to complete these activities. Quality work is the key. You may work on some projects at home with your family. That is up to you. You may just work in class. Extra materials are needed for some of the activities. You may use the art supplies in the art Center. But please put them back. Have fun and learn all about you.

Name: ______________________

CHILD SURVEY
ADVENTURE I

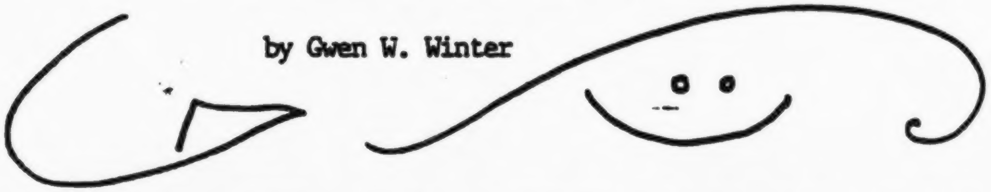
CHILDREN'S SURVEY



Write your name under your picture above.

This program is all about you. Adventure I lets you find out more about you as a person. Color the picture above happy colors!

by Gwen W. Winter



GO ON TO THE NEXT PAGE

Finish the drawings above.

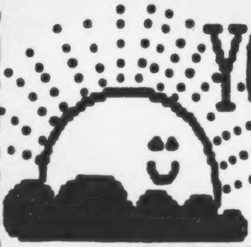
ADVENTURE I

CHILD SURVEY

HI! CENTER ONE IS ALL ABOUT BEING AND FREEING YOUR SUPER NATURAL SELF

Work at as many pages or as few each time as you like. This is up to you. Enjoy yourself.

GO AHEAD AND MAKE YOUR DAY NOTHING CAN STOP YOU NOW



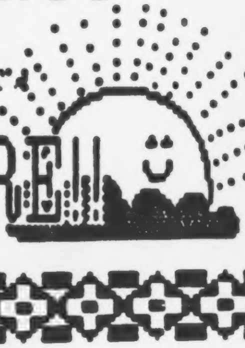
YOU NEED TO LEARN ABOUT YOURSELF. WOULD YOU BE WILLING TO ANSWER JUST A FEW QUESTIONS? What?

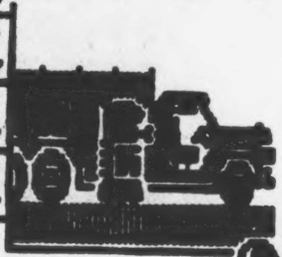
DID I HEAR YOU SAY YES?

Write yes here, and continue reading.________________

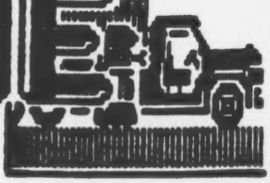
LET'S TAKE A TRIP INSIDE YOUR HEAD! THINK AS HARD AS YOU CAN NOW! WRITE DOWN THE FIRST THING THAT COMES INTO YOUR MIND! GREAT!

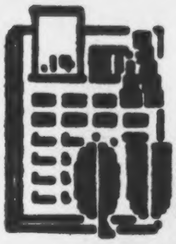
You have a FANTASTIC ADVENTURE!!

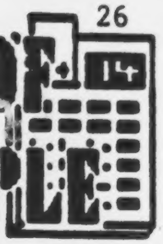




WAIT
YOU MAY
WANT TO
THINK
ABOUT
THESE FOR
SOME
TIME!
TAKE TIME





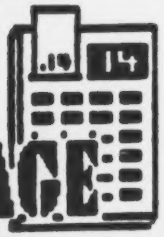


A SURVEY IS A LIST OF QUESTIONS WHICH PEOPLE ARE ASKED TO ANSWER. A SURVEY USUALLY ASKS HOW YOU FEEL ABOUT SOMETHING.

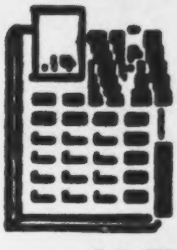
HOW WOULD YOU ANSWER THIS SURVEY? READY?

Think about the first question. Read them all over, and then go back and write in the answers, or color them in.

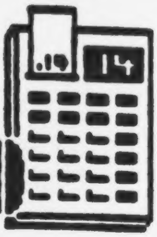
1. WHAT DOES BEING SMART OR GIFTED MEAN? WRITE YOUR ANSWER.



GO ON TO THE NEXT PAGE



NAME ______________________________



I THINK BEING GIFTED MEANS

____

____

____

____

Make a drawing of what you think you look like. Use art-center materials.

2. WHAT DO YOU THINK A CENTER FOR GIFTED CHILDREN SHOULD HAVE IN IT?

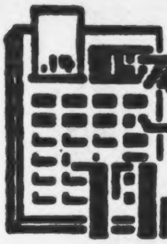
1.______________________________

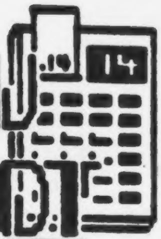
2.______________________________

3.______________________________

4.______________________________

GO ON TO THE NEXT PAGE





3.

3. WHAT DO YOU THINK SHOULD NOT BE IN CENTERS FOR GIFTED CHILDREN?

1.____________________ 2.____________________

3.____________________ 4.____________________

4. HOW ARE YOU LIKE OTHER CHILDREN YOUR AGE?

1.____________________ ? 2.____________________

3.____________________ 4.____________________

5.____________________ 6.____________________

GO ON TO THE NEXT

PAGE

5. HOW ARE YOU DIFFERENT FROM OTHER CHILDREN?

1.______________________________

2.______________________________

3.______________________________

4.______________________________

6. WHAT IS ONE THING YOU LIKE BEST ABOUT YOURSELF ?

1.______________________________

2.______________________________

3.______________________________

4.______________________________

What color is your favorite? ______________

GO ON TO THE NEXT

PAGE PLEASE

7. WHAT IS ONE THING YOU LIKE LEAST ABOUT YOURSELF?

1.

NOW GO BACK AND FILL IN ALL THE ANSWERS!

THEN

GO ON TO THE NEXT PAGE

CHECK ONE PLEASE ✓

8. THIS IS HOW I FEEL ABOUT BEING LIKED.

I HAVE MANY FRIENDS.
I HAVE TWO FRIENDS.
I HAVE ONE FRIEND.
I HAVE NO CLOSE FRIENDS

GO TO NEXT PAGE

CHECK ONE PLEASE ✓

9. THIS IS HOW I FEEL ABOUT MYSELF.

I HATE MYSELF.
I DISLIKE MYSELF.
I LIKE MYSELF SOMETIMES
MOST OF THE TIME I LIKE MYSELF.
I HAVE ALWAYS LIKED ME.

ON TO THE NEXT PAGE

CHECK ONE PLEASE ✓

10. THIS IS MY BIGGEST PROBLEM NOW!

MY SISTER/BROTHER HITS ME.

SCHOOL IS EASY AND BORING.

I FEEL UNLIKED.

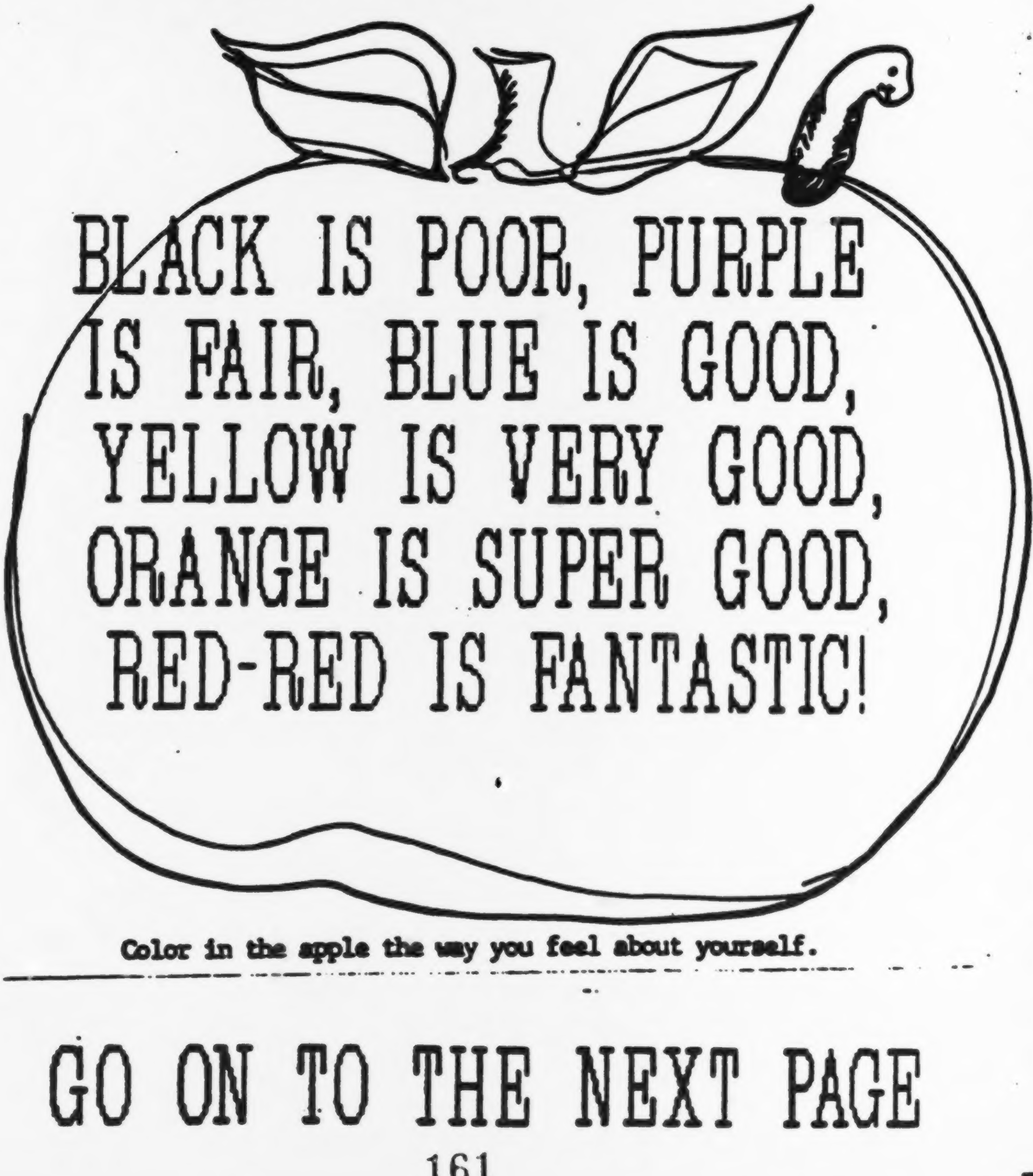
I AM TEASED A LOT.

MY FAMILY WORRIES ME.

GO ON TO THE NEXT PAGE

LET'S LOOK AT YOU ON FEEL GOOD -- FEEL BAD

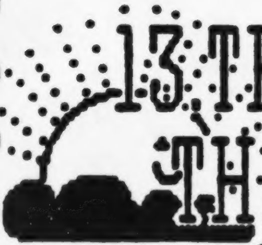
COLOR HOW YOU FEEL



BLACK IS POOR, PURPLE IS FAIR, BLUE IS GOOD, YELLOW IS VERY GOOD, ORANGE IS SUPER GOOD, RED-RED IS FANTASTIC!

Color in the apple the way you feel about yourself.

GO ON TO THE NEXT PAGE



13.THESE ARE THE THINGS THAT MAKE ME HAPPY.

Circle the correct ones.

MY FAMILY MUSIC

MY AMIMALS ART

PLAYING WITH FRIENDS

MY BIRTHDAY ACTING

OTHER THINGS WRITTEN BY ME NOW.........

....

....

....

GO ON TO THE NEXT PAGE

14. IF I TOLD YOU THE FUNNIEST THING THAT HAS EVER HAPPENED I WOULD TELL YOU ABOUT...........

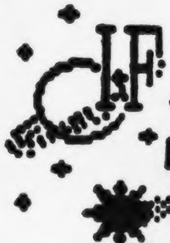
Go on and FINISH!

....

....

....

GO ON TO THE NEXT PAGE



IF I TOLD YOU THE WORST THING THAT HAS EVER HAPPENED I WOULD TELL YOU ABOUT THE TIME

Go on and FINISH !

....

....

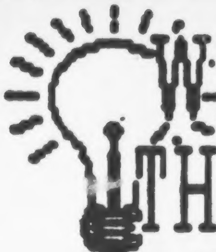
....

GO ON TO THE NEXT PAGE

CHECK THE THINGS THAT ARE THE MOST LIKE YOU. ✓

✓

I LEARN EASILY.
I ALWAYS FINISH FIRST.
I ASK A LOT OF QUESTIONS
I THINK LOGICALLY.
I READ A LOT OF STORIES.
I MAKE PEOPLE LAUGH.
I DISLIKE THE SAME THING OVER AND OVER.
I DO MY WORK WELL MOST OF THE TIME.
I DO MY BEST MOST TIMES.

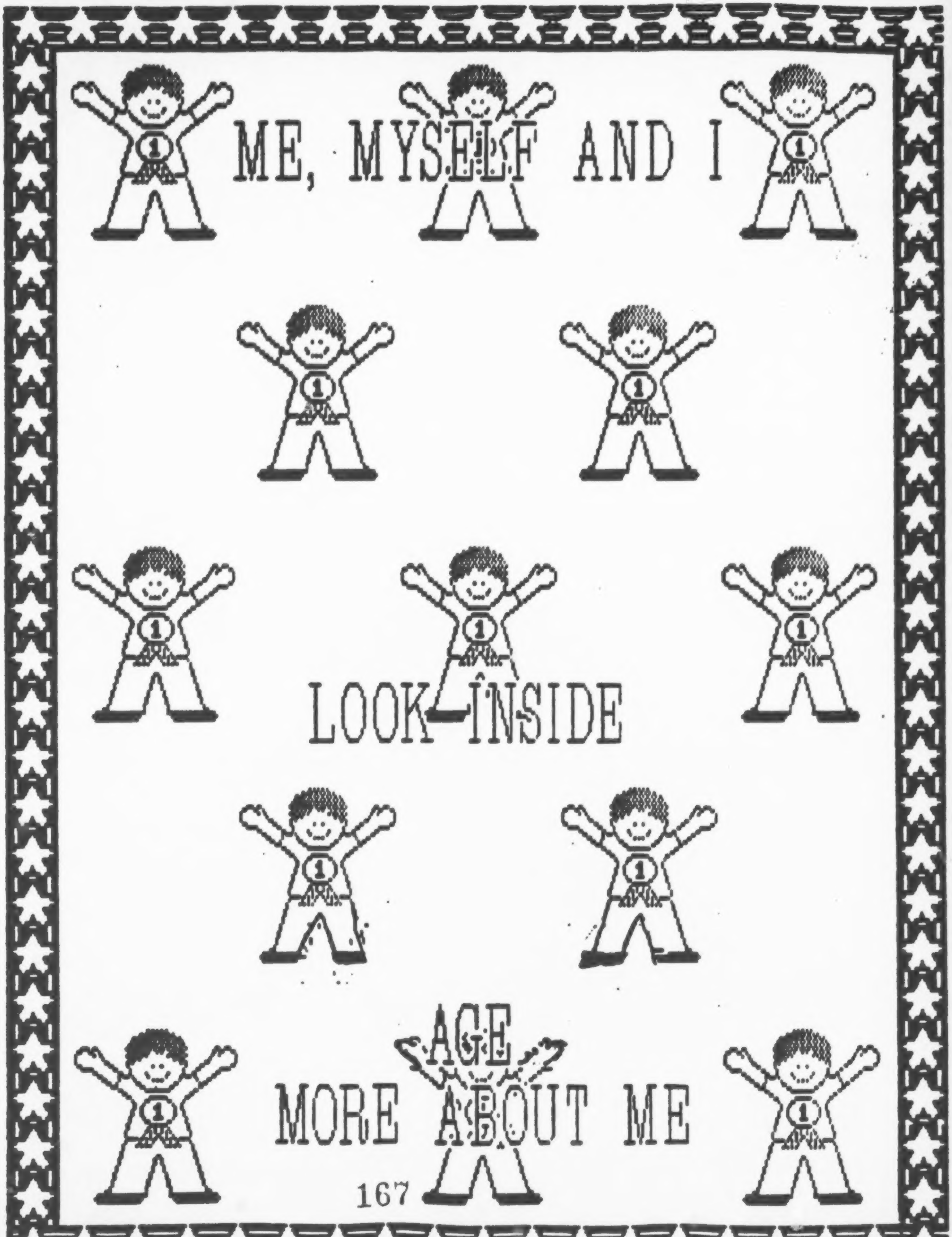


WELL, YOU DID GREAT! THANK YOU FOR YOUR HARD WORK! YOU REALLY STUCK IT OUT TO THE END

I BET YOU DO THAT MOST OF THE TIME.

YOU NOW KNOW WHAT A SURVEY IS, FIRST HAND.

YOU ARE VERY SPECIAL FEEL GOOD ABOUT YOU!!



ME, MYSELF AND I

LOOK INSIDE

AGE

MORE ABOUT ME

ABOUT THE AUTHOR

NAME ____________________

first ____________________ Last

COLOR, HAIR __________ **EYES** __________

Address: ____________________

Phone: __________ Parents __________

____

PAST TEACHERS ____________________

WORK AT HOME ____________________

My best talent is ____________________

SCHOOL EXPERIENCE ____________________

Reading group ____________________

__________ Favorite Lunch ____________________

HOBBIES __________ **AWARDS** __________

CLUBS __________ **BEST SUBJECT** __________

DEDICATION

TO A VERY SPECIAL PERSON I LOVE

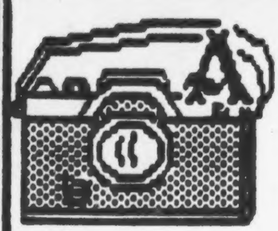
MY BOOK IS FOR

BECAUSE

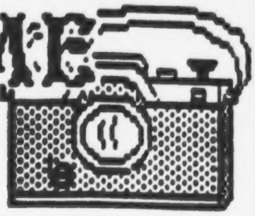
Copyright Date (Today's date)

Day Month Year

My School Address Phone



A PICTURE OF ME



Name ________________________________

Glue your photograph here.

BIRTHDAY ________________________
Day Month Year

I love ________________________________
My Family: ____________________________
Sisters Brothers , Other

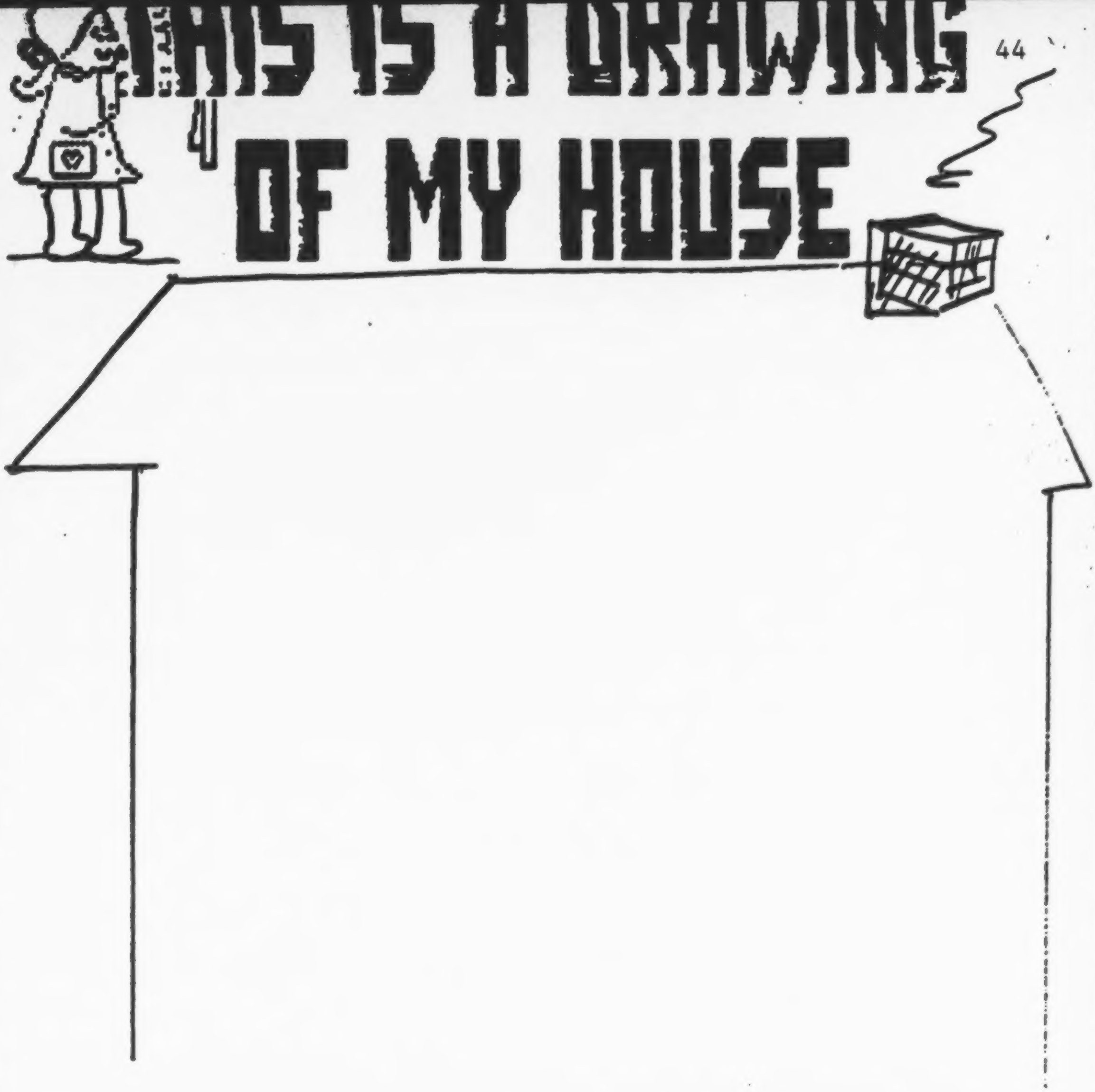
WEIGHT ________ **HEIGHT** ________

Best part of school is ________________________

What I like most about myself is ________________________

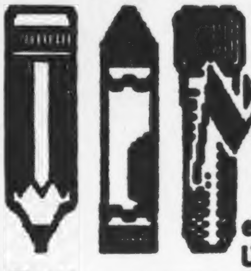
COPYRIGHT ________________________
(Today's Date) Day Month Year

HIS IS A DRAWING OF MY HOUSE

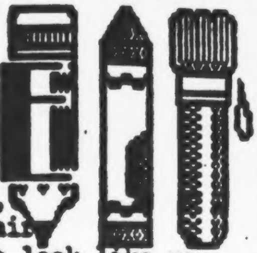


LOOK, YOU CAN SEE MY FAMILY THERE!

Draw your family members in the windows, or working in their usual place. Be sure and include any animals that live at your house. Color it very happy.



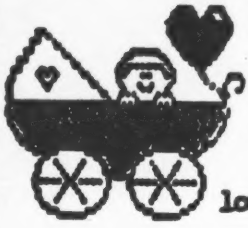
MY OWN FACE



Draw a picture of yourself. Color your hair, eyes, and clothes like yours. Use yarn for hair. Use scraps of cloth, paper and paint. Make it look like you. Draw your nose, mouth, and ears. Color your face happy!

MIXED-MEDIA

Is a combination of paint, paper, string, buttons, and scraps of very different materials to make your design of you. Add your favorite toy.



My __________named me ____________________.

I was born at ______________________________________

I weighed ______________pounds and was ____________inches long. I was the ____________ of ________children.(birth

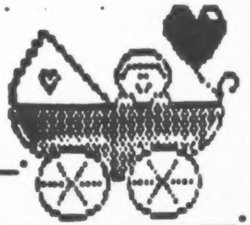
AS A BABY

BABY PICTURE

I went to visit __________at age _______.

My first word was "__________________". I liked to play_____________. My first toy was_______________.

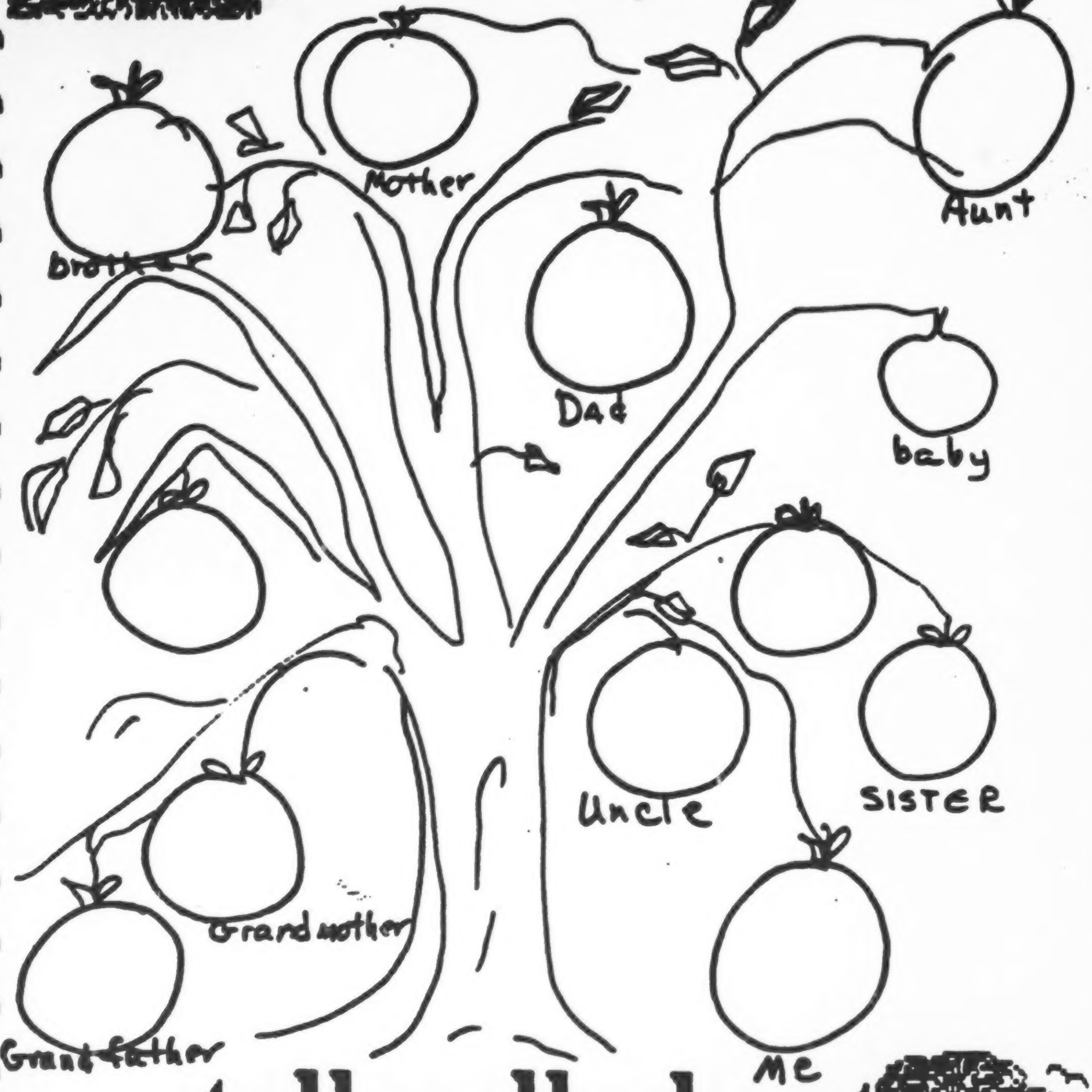
My first Christmas I was happy to get ____________________________.



MY FOOTPRINTS NOW

SHOE SIZE

my family tree


Mother
brother
Aunt
Dad
baby
Uncle
SISTER
Grandmother
Grandfather
Me

tells all about

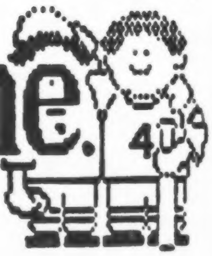
all the members of my immediate family.. I can add any other family members that live some place else.

This is a picture of (color and draw all the fun you have)

my best friend

and all the things we do when they are at my house

playing with me.



WHAT I KNOW ABOUT MY COUNTRY

The president of America is ______________________________.

The color of the American flag is ______________________.

The capital of my state is ______________________.

The governor of my state is ______________________.

The name of my city is ______________________________.

The name of the armed forces are ______________________

The symbols (stands for America) are best know as ______________

____

I like living in America because the government is ______________

for the __________ (THE FLAG) by the ______________

and governed by ____

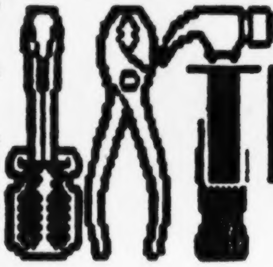
THE CAPITAL Of U.S.A. is ____________

THE STATE is ____

THE CITY is . . . . . .

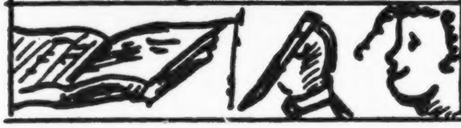
____.

I love my country because ____________________________



THINGS I CAN DO ✓

Check the items that are ture for you.

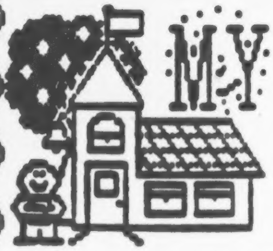
	Tell My Left From My Right	
	Clean Up My Room And Help At Home	
	Rake Leaves and Sometimes Wash Things	
	Know My Address and My Phone Number	
79,80, 81, 82, 83, 84,85 899, 900, 901, 902, 903, 904, 905, 906, 907, 90	I Can Count to 100 I Can Count to 1000	
	I Can Tie Shoes and I Can Wrap a Package	
	Do Most of My School Work By Myself	

BY MYSELF

Things I want to do . . . .

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________

C. WINTER



MY FAVORITE THINGS AT SCHOOL

are ______________________

I get to help with ______________________________________.

Sometimes I ______________________________________ early morning.

TIME OF the DAY that I like best is when ____________________

____.

I always want to ______________________ but ____________________.

SUBJECTS I do best in are ______________________.

I enjoy the best are ______________________. I want to be able to

____.

RELATED ARTS are fun and ________________ I like to

____.

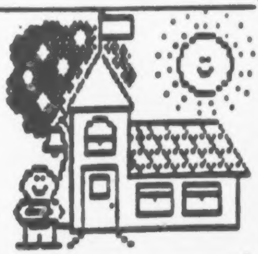
My teacher lets me ______________________________________.

PEOPLE AT SCHOOL always want to __________

____. They

enjoy ______________________ with me when ______________.

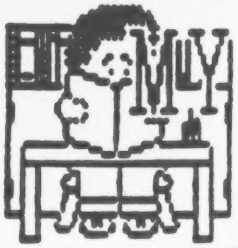
FRIENDS are always trying ______________________.



The **BEST LESSON** is when ______________

BEST IDEAS come to me when ______________

____.



MY FAVORITE BOOKS ARE

____

____

AWARD WINNING BOOKS I have read are ; ______________________________.

______________________________.

Sometimes, I read ... JUST FOR FUN books about ______

____

____

When I want TO LEARN ABOUT LIFE I read

____

____

Sometimes I look at ______________ and ______________.

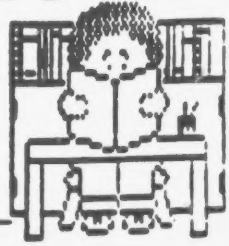
The best book I have ever read is ______________________.

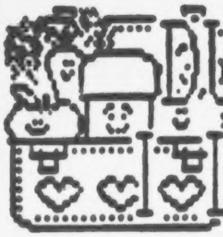
TO LEARN ABOUT ANIMALS I read ______________________________

______________________________.

I find out ALL ABOUT my COMMUNITY when I read the ______________ HELPERS in school are ______________________ and ________.

I enjoy books about ______________________





DURING MY FREE TIME I LIKE TO MAKE THINGS

Most of the time I ______________________________

then sometimes I want to __________________ with ____________.

When I go to the __________________ I always ____________

when I can. One day I wish that ____________________ I could

______________________________ _____.

I have always wanted to ______________________________.

MY FRIENDS AND I usually want

to ______________________________ when we get time.

We have fun ______________________________.

SOMETIMES MY PARENTS go with

me ______________________________.

One day I made a ________________. My friends were ____________.

MY BEST FRIEND AND I

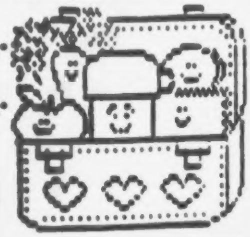
usually go ______________________________.

One time we ______________________________.

MY TEACHERS HELP ME when

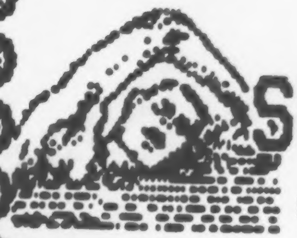
______________________________.

Someday I want to ______________________________.



MY CLUB LEADER

helps me ______________________________.



SPORTS ARE GREAT

Name ______________________________ Date ____________

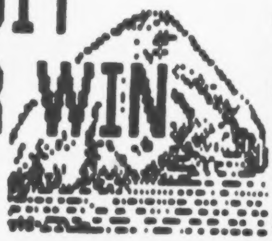
The most fun that I have ever had in sports is the time ________________
____

And we were all so happy things fell the way they did. We ______________.

My favorite sports ________________________. I usually get to __________. I have been good at ______________ for a long time. I always seem to ____________________
____.

I have always wanted to play ____________________.
Most of the time I do really well at ____________________.
I need to practice on ____________________.
I like going with my family to see ____________________.
I hope someday that I will ____________________.
Once I watched ____________________ on TV. It was ______
____.
At the end, I felt like ____________________.
Someday I hope that I will become ____________________.
People in America seem to like sports, it is fun to play. I hope to ______

WINNER'S NEVER QUIT AND QUITTERS NEVER WIN



____.

I'M GLAD I'M ME

PURPOSE:

OBJECTIVE:

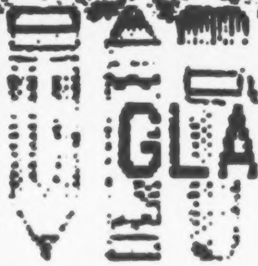
DIRECTIONS:

FOLLOW-UP ACTIVITIES:

I'M GLAD I'M ME

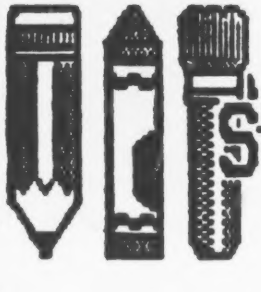
by G.W. Winter

I'M BOLD AND FREE.
THE U.S. IS HOME FOR ME
I AM SPECIAL I AM UNIQUE
ONLY I TALK AND LOOK
LIKE ME.
BORN IN THE LAND I LOVE
ABLE TO CHOOSE MY LIFE
DESIRES AND MY WORK.
I PLAY, STUDY, LAUGH
AND CRY, BUT NEVER DO I
HAVE TO SAY GOOD-BYE
TO ME, MYSELF AND I.



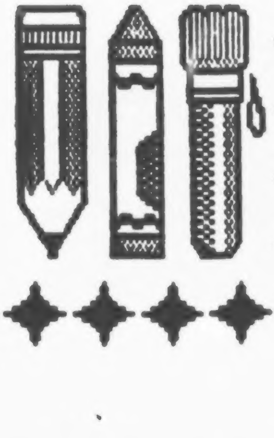
CLASS LEARNING-CENTER STRATEGIES

BRAINSTORMING,CREATIVE PROBLEM SOLVING
DECISION MAKING SKILLS
SELF-EVALUATION SKILLS
SCAMPER, FORECASTING
SURVIVAL MANAGEMENT
CREATIVE LISTENING AND CREATIVE WRITING SKILLS
COMPUTER SCIENCE SKILL
ENRICHMENT LEARNING FOR GIFTED AND TALENTED



STEPS IN MAKING A DECISION

1. IDENTIFY THE DECISION TO BE MADE
2. LIST CHOICES
3. EXAMINE THE CHOICES
4. MAKE A CHOICE
5. THINK ABOUT IT SOME MORE
6. CONSIDER STARTING ALL OVER AGAIN



LET'S MAKE A PLAN

1.WHAT ARE YOU GOING TO DO?____________________

2.WHAT THINGS DO WE NEED TO DO THE JOB?

1.__________ 2.__________

3.__________ 4.__________

3. WHAT IS THE 1ST THING YOU HAVE TO DO? 2ND?

1.__________ 2.__________

3.__________ 4.__________

4.WHAT PROBLEMS MIGHT YOU HAVE?

1.__________ 2.__________

DECISION MAKING SKILLS

1. ALTERNATIVES

2. CRITERIA

3. JUDGEMENT

4. REASONS

LET'S MAKE A PLAN

1.WHAT ARE YOU GOING TO DO?____________________

2.WHAT THINGS DO WE NEED TO DO THE JOB?

1.__________ 2.__________

3.__________ 4.__________

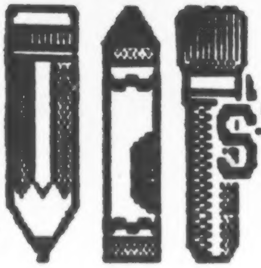
3. WHAT IS THE 1ST THING YOU HAVE TO DO? 2ND?

1.__________ 2.__________

3.__________ 4.__________

4.WHAT PROBLEMS MIGHT YOU HAVE?

1.__________ 2.__________



STEPS IN MAKING A DECISION

1.

2.

3.

4.

5.

6.

Carousel
Learning

Carousel learning....

C creating
A adapting
R reading
O observing
U unifying
S substituting
E extending
L linking

Creating new ideas, colors, shapes, things ...

Adapting new ideas to old situations.

Reading all about the subject....and finding new ideas

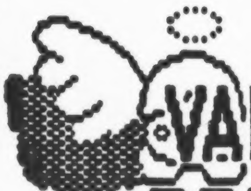
Observing every aspect of the subject

Unifying the subject with other ideas

Substituting one act, process or thing for another

Extending the subject by adding increased scope

Linking or joining with other ideas



VALUES CLARIFICATION
PRIZING ONE'S BELIEFS AND BEHAVIORS

1.PRIZING-CHERISHING
2. ACT OUT IN PUBLIC
CHOICE OF BELIEFS
3. CHOOSE ALTERNATIVES
4.CONSIDER RESULTS
5.FREE TO CHOOSE ACTION
ACTION TIME IS NOW
6.ACTING OUT BELIEFS
7.CONSISTANT ACTION BY REPEATING THE PATTERN

PROBLEM SOLVING

I. State the facts leading to the problem: WHO is involved? WHAT are the circumstances? WHEN did it happen? WHY did it happen?

____

____

II. What is the actual problem? Can you state the problem in more than one way?

____

____

III. List as many solutions as you can to the problem. Do not evaluate the solutions, simply list as many as you can think of.

1. __________________________________
2. __________________________________
3. __________________________________
4. __________________________________
5. __________________________________

IV. Select two of the above solutions you think might work best. Tell what would probably happen as a result of each of these solutions.

Solution #__________________________________

____

Solution #__________________________________

____

V. Which solution will you choose? WHY?________

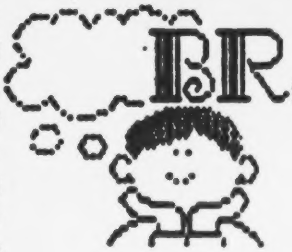
____

____

FORECASTING MEANS THINKING OF CAUSES AND EFFECTS OF A SITUATION.

MISSING A SCHOOL DAY

CAUSES	EFFECTS
1.__________	1.__________
2.__________	2.__________
3.__________	3.__________
4.__________	4.__________
5.__________	5.__________
6.__________	6.__________
7.__________	7.__________



BRAINSTORMING RULES

1. NO CRITICISM
2. FREEWHEELING IS WELCOME!
3. QUANTITY IS WANTED
4. HITCH-HIKE ON ONE ANOTHER'S IDEAS

WORD

by

Feeling
JUST

WORD-FIND

PURPOSE: To develop visual skill and word search skills.

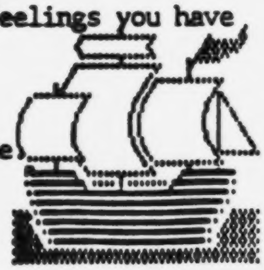
OBJECTIVE: Many of the words tell about different kinds of feelings. Circle the good feelings with blue. Draw a line through the bad feelings. Look across, down, forward and backward.

DIRECTIONS: Take a blue marker and circle your positive (good) feelings. Mark through the bad feelings. Have fun with this work. Don't go around in circles, round your feelings out.

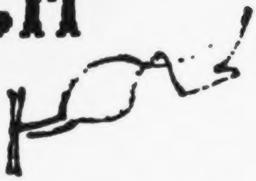
FOLLOW-UP: Complete three of the following:

1. Select one of the positive words and write a poem. 2.Illustrate(draw a picture) the poem. 3. Select one of the negative feelings, and make a clay model that helps get your feelings out! 4. Write a 10 sentence story about good and bad feelings. 5. Tell about what feelings you have in three paragraphs that are the hardest to express.

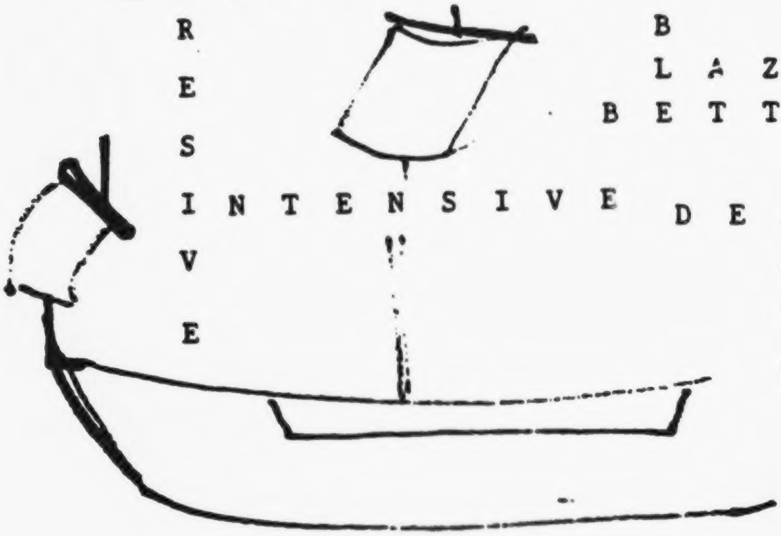
You can work on this activity over a two day period of time.

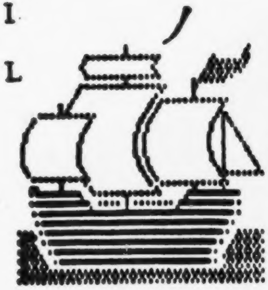


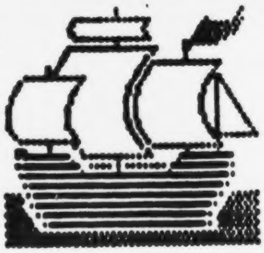
SEARCH



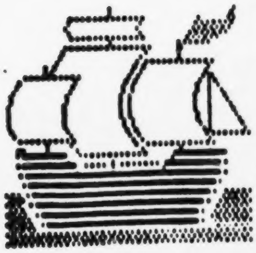
```
           L O V E ME HATE ME
             P         R   E
             E         E   A N G R Y
             N I C E       N     O
                 O               U G L Y
                 U               G O O D
                 R I G H T       H
                 T A C T F U L
               R E J E C T I O N
                         E   P
                 O           E
                         R
A F R A I D    H U F F Y     N I C E
                         R
      G                            A
                 S A D
                         I
    A G O N Y                      S
      R                  B
                                   Y
                         L A Z Y
      E
                       B E T T E R
      S                          U
      I N T E N S I V E  D E A R D
      V                      A   E
      E                      I
                             L
```



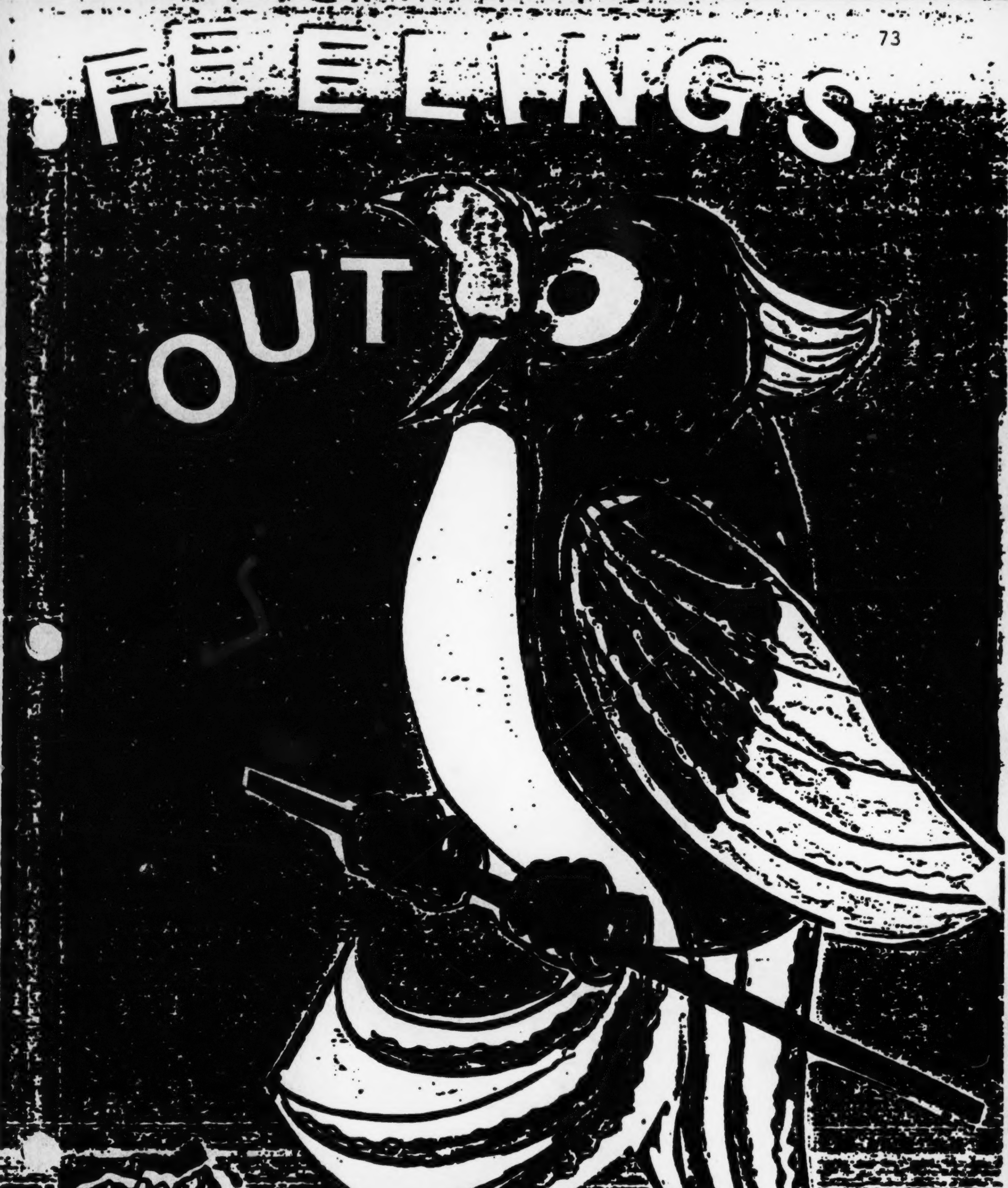




Word Find Writing Paper



FEELINGS OUT



Get your

FEELINGS OUT

. Finish the sentence on another sheet of paper.

1. When I get abused (feelings hurt) I feel like ______________________
2. When I get anxious I feel like ______________________________
3. When I get alienated I feel like ____________________________

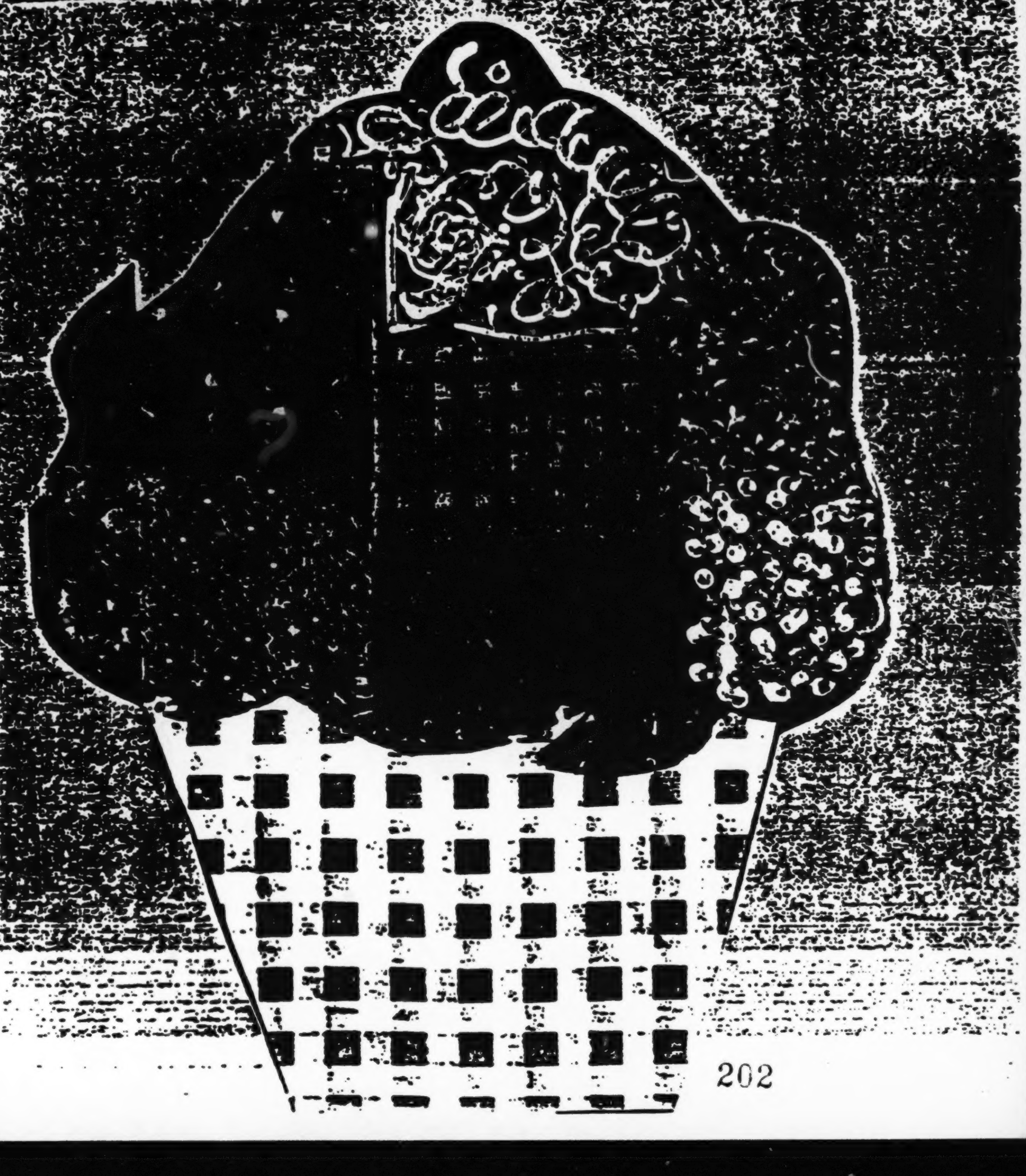
Alienated means people may withdraw their friendship from you.

4. When I get treated with accord (harmony or agreement)______________
People agree with you and say so.
5. What I feel like when I get approval (to express a favorable opinion)____
Friends will talk nice about you and tell others how nice your are _____
____
6. When I get affection (a hug or kiss) I feel ______________________
____
7. When I get treated with abruptness (sudden rejection or a put-down)
____

More directions if you need them. You need to get some writing paper and copy the above sentences. Finish the sentences in the way that you feel. Take your time, think about these words. If you do not understand the meanings look them up in the dictionary and read them over again. All of these are words that express positive (good) feelings or negative (bad) feelings. You need to get your feelings out.

JUST ME

75



JUST ME

PURPOSE: To provide for the development of a satisfying self-concept through creative expression.

OBJECTIVE: In this activity you will develop a short skit about you. You can play like you are any age. Think over the words in the poem "Just Me". How could you act this out?

DIRECTIONS: Select two of the following:

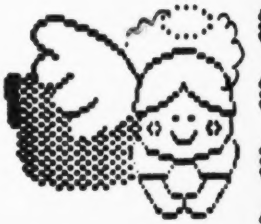
1. Write up how you could present "Just Me" in a short skit. Practice it at home.. Present it to the class with the teachers permission. Draw yourself. Write a three act play.. And get sothers to play parents and other parts.

FOLLOW-UP ACTIVIES

Write a song about the feelings you want to be able to express to others. Some adults write love songs when they want to express love. What feeling could you express better, if you wrote it in a song.? Try two feeling songs.

Write a letter to a close relative. Tell they how you feel about something that is hard to talk person to person. Call someone you trust on the phone. Tell them about how your feelings are today. Write it up.

Select any two of the follow-up activities.



WHAT WILL YOU BE ?

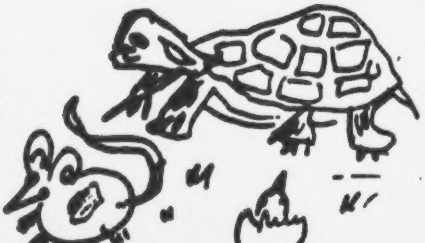
PURPOSE: To enable pupils to identify the feelings they have about different occupations.

OBJECTIVE: The pupil will look for the many occupations listed in the "What Will You Be" word list. Each word represents a different life style. This activity may help you do some thinking about different areas that may or may not want to investigate.

DIRECTIONS: From the extra papers in the file, write your name on one, and make a series of circles using different colors of pens finding all the given occupations. Then eliminate all but one of the list and write about the feelings you have about the occupation.

FOLLOW-UP ACTIVITY: Write a five line poem about one of the given occupations. Use a form of your own, and then mount the work.

BRAINSTORMING



WRITE 8 WORDS OR MORE YOU THINK OF WHEN YOU SEE THE WORD ANIMAL.

1. ____________ 6 ____________

2. ____________ 7 ____________

3. ____________ 8 ____________

4. ____________ . ____________

5 ____________ . ____________

Now finish the story with the words!
____

______________________________ ______________

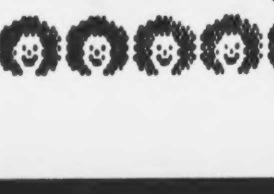
You light up my life.

BRAINSTORMING

1. circus
2.
3.
4.
5
6
7.
8.

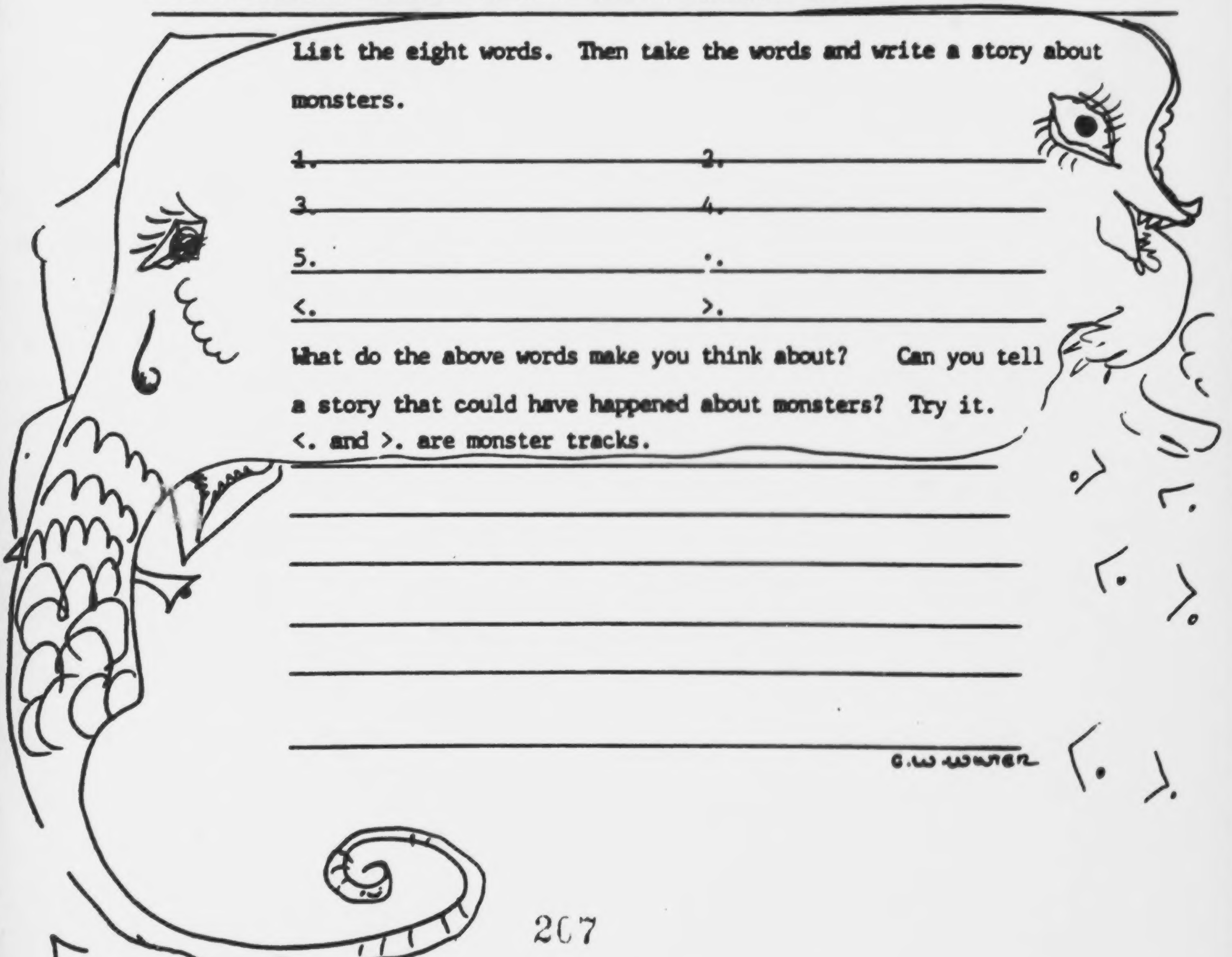
WRITE 8 WORDS OR MORE YOU THINK OF WHEN YOU SEE THE WORD CLOWN.

Use the words you have listed to write a story.



BRAINSTORMING

WRITE 8 WORDS OR MORE YOU THINK OF WHEN YOU SEE THE WORD MONSTER.



List the eight words. Then take the words and write a story about monsters.

1. ______________________ 2. ______________________

3. ______________________ 4. ______________________

5. ______________________ •. ______________________

<. ______________________ >. ______________________

What do the above words make you think about? Can you tell a story that could have happened about monsters? Try it.

<. and >. are monster tracks.

____

____

____

____

____

____

BRAINSTORMING

WRITE 8 WORDS OR MORE YOU THINK OF WHEN YOU SEE THE COLOR RED.

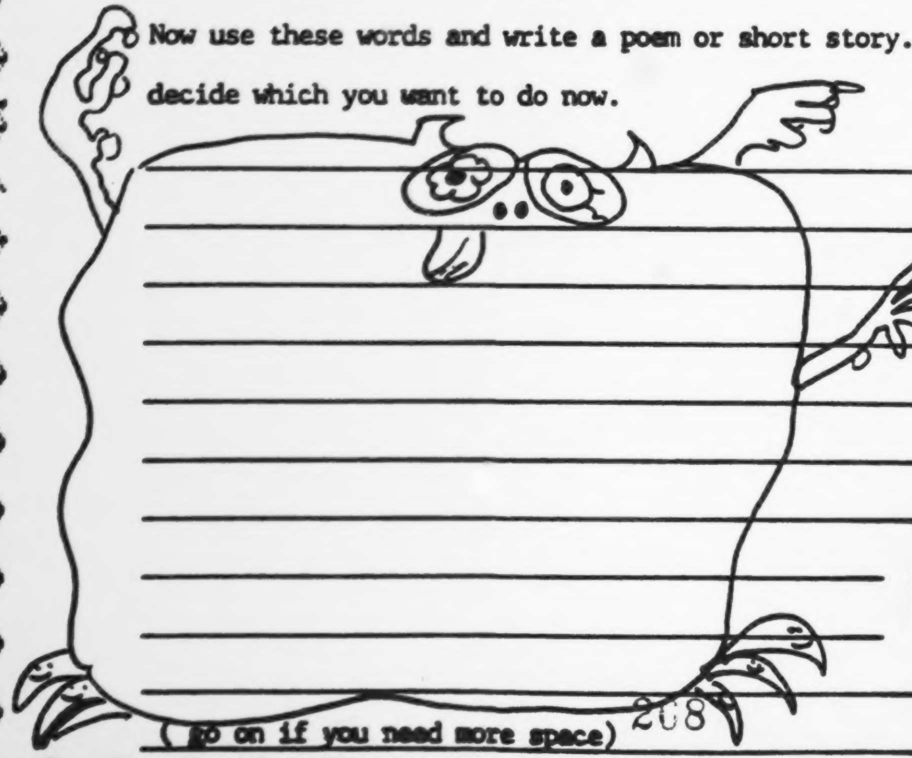
1. ______________________ 2. ______________________

3. ______________________ 4. ______________________

5. ______________________ 6. ______________________

7. ______________________ 8. ______________________

Now use these words and write a poem or short story. You can decide which you want to do now.

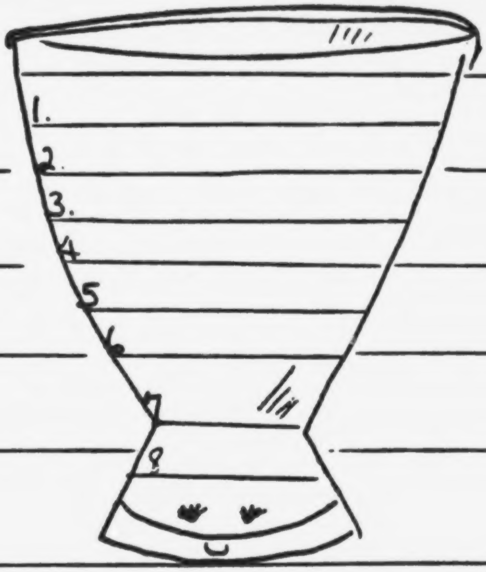


(go on if you need more space)

G.W. WINTER

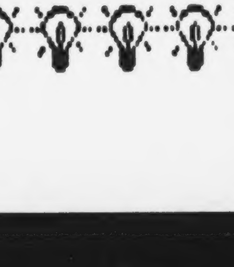
BRAINSTORMING

WRITE 8 WORDS OR MORE YOU THINK OF WHEN YOU SEE THE WORD DOCTOR.



List them here!

Now write a poem, or story.



Tell the rest of the story. Name the story.

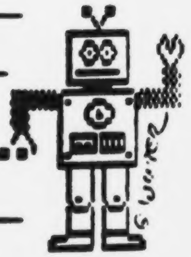
STORY STARTERS

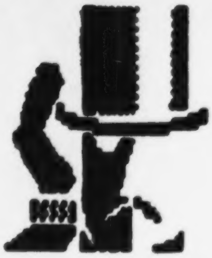
I WALKED INTO MY ROOM,
THERE STOOD HE233612Z..

I KNEW HE WAS FROM ZKO

TWO YELLOW EYES.........

I WAVED ......AS HE.......





STORY STARTERS

Tell the rest of the story. Name the story.

THERE STOOD A MAN IN A DARK VELVET HAT..........

HOT ASHES FLEW INTO THE

I HELD MY HAND OUT AND

I WILL NEVER SEE THAT

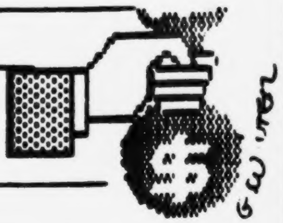
STORY STARTERS

I WON ALOT OF MONEY....

I NEEDED TO GIVE IT TO ..

I WAS THE HAPPIEST IN____

....



STORY STARTERS

A STRANGE PURPLE FOOT..

BEHIND THE DOOR...

I WANTED TO YELL..

WE RAN AS FAST AS WE..

I WILL NEVER

STORY STARTERS

THE DAY I HUNG THE OLD CLOTHES OUT.................

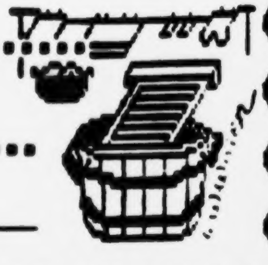
THE STORM BLEW AWAY...

I NEVER FOUND.............

I WISH THAT....

SOMEDAY I WILL..........

WHEN I DO...................



(Continue on another page...)

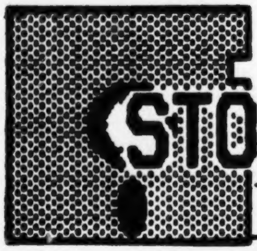
STORY STARTERS

1. Write down 8 or more words that you think of when you think of the word King.

IF I COULD BE KING 1 MONTH, I WOULD..

The first thing I would do is ...

G.W. WINTER

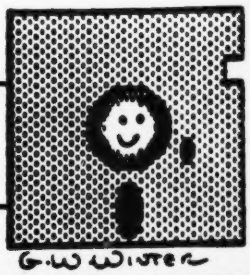


STORY STARTERS

What would it be like inside the works of a computer?

THE WACKY COMPUTER.

ONCE I DREAMED I WAS INSIDE A COMPUTER....



G.W. WINTER

POETRY

FUNNY POEMS: The Funny Flea

THERE WAS A LITTLE FLEA
THAT SAT UPON MY KNEE.
WHEN I LOOKED INTO THE
MIRROR HE TOOK A BITE
OF ME!

WRITE IT FUNNY: Name it ____________

____

____

____

____

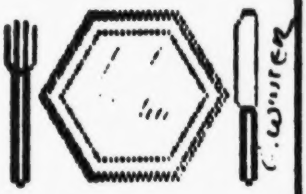
____

____

____

____

What drawing would go with your poem? Draw it.



Helping words: mystic, artistic, ballistic, realistic, simplistic
(istic words)

POETRY

FUNNY POEMS: ____________

Name this example poem.

THERE WAS A CLOWN
WITH A FUNNY NOSE; AND
EVERY TIME HE BLEW IT,
HE TURNED INTO A ROSE!

KEEP IT FUNNY!!!!!!.........

NOW, you write a funny poem. Think about what makes you laugh.

____

____

____

____

____

Helping words, Boodle, doodle, feudal, noodle and poodle, strudel, Yankee-Doodle (Compare -ootle.)

____

____

____

____

____

POETRY

Name the example.

FUNNY POEMS: ____________

THERE WAS A CLOWN WHO
HAD A FUNNY NOSE, AND
EVERY TIME HE BLEW IT,
HE TURNED INTO A ROSE!
YOUR TURN,MAKE IT FUN!

Finish the second part of this poem, or write your own on the same topic. ____________

Helpers: caster, master, plaster, disaster, schoolmaster, (-aster)

POETRY

FUNNY POEMS: MAKE IT FUNNY: EXAMPLE: ____________

Name it

THE DOG ON MY STREET
HAS GREAT BIG RED FEET.
HE FALLS ON HIS FACE
WHEN HE IS IN A RACE.
WHEN HE WALKS AROUND
THE TOWN FALLS DOWN!!!

YOUR TURN: This poem is a not that funny, but it is unusual and has unexpected events in it. ____________________________________

Name your poem.

____

____

____

____

____

Helping words: (-ama) Brahma, drama, lama, mamma, pajama, Rama.

POETRY

Are you ready to write a 4 line poem now? Do the easier poems first.

ANIMAL POEMS: CHOOSE YOUR FAVORITE ANIMAL. NOW WRITE A 4 LINE POEM.EXAMPLE: KING FROG

I ALMOST LOST MY DOG
BECAUSE HE SAW A FROG.
KING FROG JUMPED AT ME
AND THEN HE ATE A FLEA.

YOUR TURN: TRY IT.......

1.
2.
3.
4.

BY G. W. Winter

POETRY

This is a more advanced poem. Do shorter poems first.

FUNNY POEMS: ____________

Name the example poem.

THERE IS AN APPLE TREE
IN FARMER BROWN'S YARD.
HE HAS A BROWN DOG
THAT IS A ST. BERNARD.
HE ATE ALL THE APPLES
AND THEN ATE THE BARN.
OFF RAN THE FARMER...
THAT'S THE END OF THE
YARN.

YOUR TURN: ____________

Write the poem first, then name it.____________

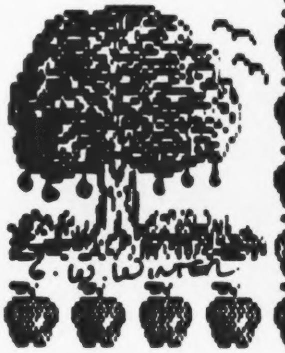
____

____

____

Helpers: nation, ration, station, donation (-ation)

Use extra paper to finish this adventure activity.



Tell the rest of the story. Name the story.

CREATIVE WRITING

I FLEW A CHOPPER FOR THE PRESIDENT OF THE U.S.A........................

WE BECAME FRIENDS......

HE GAVE ME................

I KNEW HE NEEDED ME....

I WILL ALWAYS REMEMBER

Tell the rest of the story. Name the story.

CREATIVE WRITING

ONCE I WAS A SEA BIRD

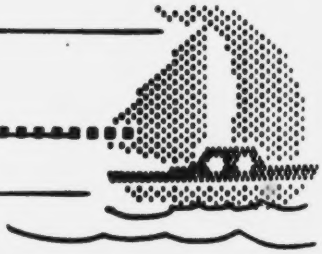
I COULD SEE FOR MILES...

I NEVER GREW TIRED......

I ALWAYS

MY COLOR.....

I GREW RICH...............



CREATIVE WRITING

Tell the rest of the story. Name the story.

I WAS A 1910 FORD.........

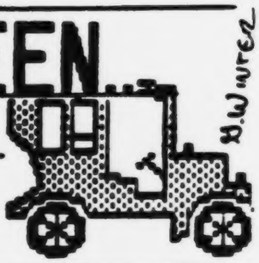
I BELONGED TO THE WHITE FAMILY........................

ALL OF MY TIME..........

THE SIX CHILDREN IN

I NEVER KNEW WHAT WAS

YOU SHOULD HAVE SEEN...



SPECIAL ADVENTURES

1. KEEP A RECORD OF ALL BOOKS READ, AUTHORS, AND OUTLINE OF BOOK.

2. KEEP A LOG OF CENTER WORK COMPLETED AND SIGN UP FOR CONFERENCE.

3. KEEP A JOURNAL, AND WRITE SOMETHING IN IT EVERY DAY. STAY WITH WHAT YOU DO UNTIL IT IS FINISHED.

COMPLETED WORK RULES

1. WRITE YOUR NAME ON YOUR WORK AND DATE IT.

2. PLACE WORK IN YOUR FILE WITH EVALUATION COMPLETED WITH IT ALSO.

3. FILE PLANNING FORMS, CONTRACTS, CONFERENCE NOTES, PROGRESS , AND COMPLETED WORK FOR TEACHER EVALUATION.

Guidance Adventure #___

Planning Time

Name________________**Class**

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

____

Guidance Planning

Date________________**Contract #**______

CENTER WORK RULES

1. FILL IN YOUR CONTRACT

2. PLAN WHAT YOU CAN DO

3. A FULL CENTER MEANS GO ON TO NEXT CENTER.

4. FINISH EACH CENTER BEFORE GOING ON. PUT THINGS BACK IN PLACE.

5. PLACE WORK IN FILES.

NAME____ Date__________

MANAGEMENT TEST

SCORE________

Questions:

1. A contract is an ______________ to do an activity.

2. Choice means you can ____________ you want.

3. When you sign a contract it means you ______ do the activities you have signed up for in the centers.

4. Your evaluation form is _________, you take this with you when you go to talk to your teacher.

5. You also take your __________________ with you when you go to talk to your teacher.

6. The teacher uses form ______ at your evaluation.

7. _________ will be responsible for taking care of management activities.

8. You need to be __________ and __________________ in your record keeping.

9. __________ a week your teacher will review your centers work.

10. Each center is coded with a ______________, and the first center is ______________________________.

Bonus: Your ideas are left in the centers on a form called (5 Points)

____.

Select the Answers.

neat

once a week

will

select studies

A

B

You

Project

agreement

organized

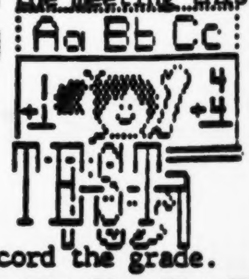
color

blue

you

Your teacher may give you this same test as an oral test in the meeting this week.

GRADE YOUR TEST



SEE ANSWERS AFTER TEST

Go on to the next page. Then grade your test, and record the grade.

Good work!
Check it!

TEST ANSWERS 1-10

TO THE Management Test

✓

1. A contract is an agreement to do an activity. __________10 points

2. Choice means you can select studies you want. __________10 points

3. When you sign a contract it means you will __________10 points
do the activities you have signed up for in the centers.

4. Your evaluation form is B ,you take this with
you when you go to talk to your teacher. __________10 points

5. You also take your project with you
when you go to talk to your teacher. __________10 points

6. The teacher uses form A at your evaluation __________10 points

7. You will be responsible for taking care of __________10 points
management activities.

8. You need to be neat and organized __________10 points
in your record keeping.

9. Once a week your teacher will review your _____10 points
centers work.

10. Each center is coded with a color , __________10 points
and the first center is blue . __________Total points

Bonus: Count as 5 points extra.
Your ideas are left in the centers on a form called GREAT ADVENTURE IDEAS

RECORD YOUR TEST

grade ______

EACH COUNTS 10 POINTS

Scores below 80 will read the management material over and take the test over

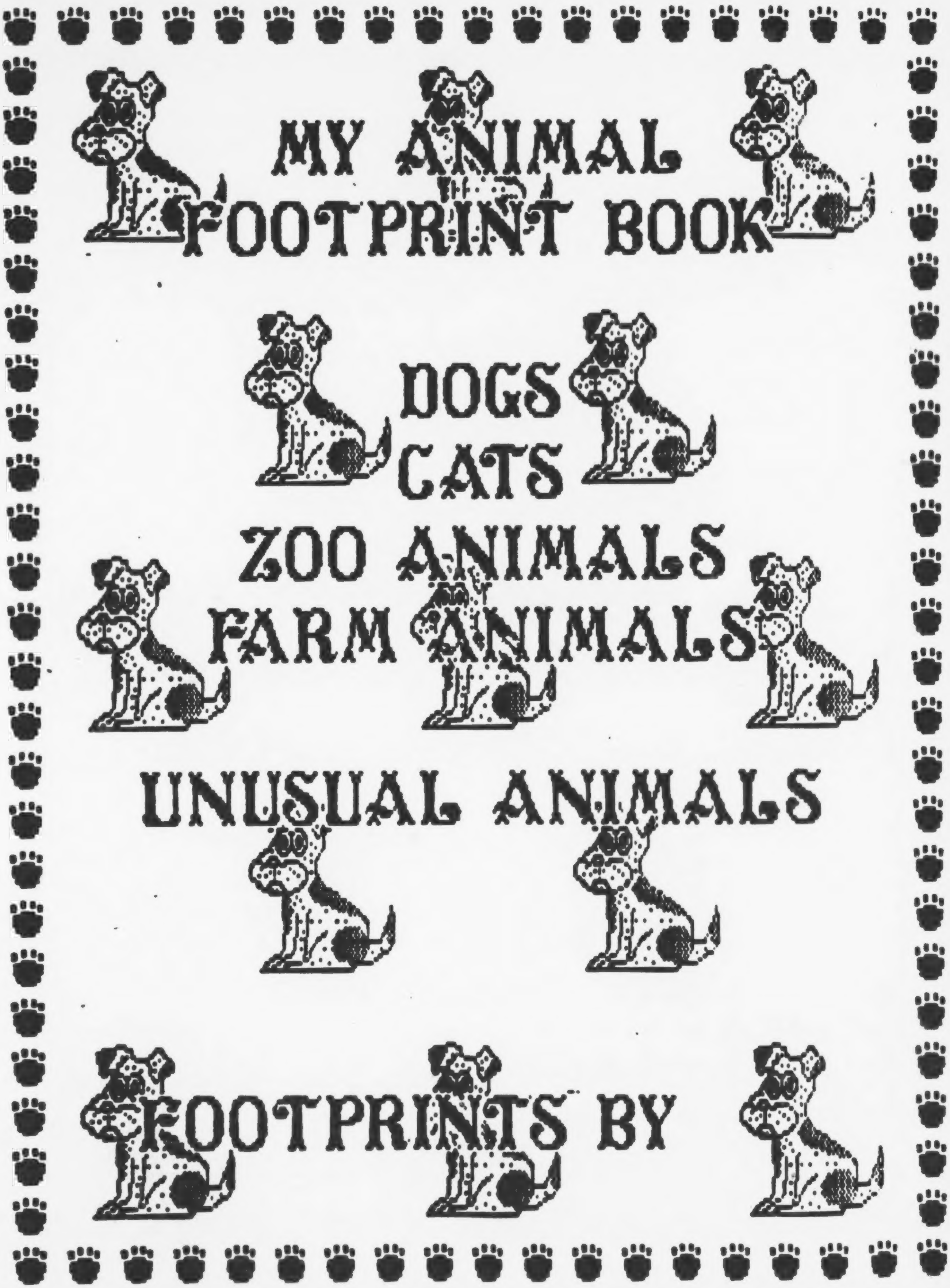
ANIMALS ARE OUR CLOSEST FRIENDS

THIS IS AN ANIMAL FOOTPRINT BOOK

I LOVE ANIMALS
WE LIVE TOGETHER
ON THE GREAT
PLANET EARTH

MY NAME IS ____________

1987-1988

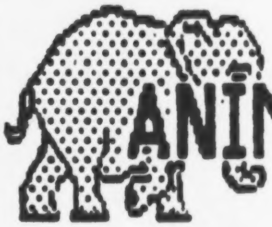


MY ANIMAL FOOTPRINT BOOK

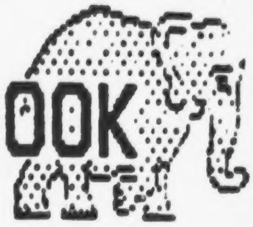
DOGS
CATS
ZOO ANIMALS
FARM ANIMALS

UNUSUAL ANIMALS

FOOTPRINTS BY



ANIMAL FOOTPRINT BOOK



DIRECTIONS: YOU ARE GOING TO MAKE FOOTPRINT OF ANIMALS IN FIVE CHAPTERS. The chapter heading tell you some clues on finding the footprints in that chapter. Ask other people about finding animal footprints.

Hint: You will need help holding the animals while you put paint, or ink on their feet. Ask for help before you get into a problem. Think first. Use the planning sheet to help you plan ahead. You will see how well planning works.

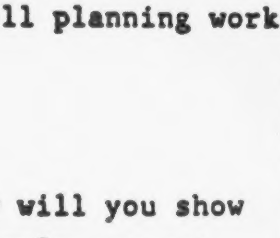
PROJECT DISPLAY: How will you show your work? Will you take pictures of the animals, or cut animal pictures from other places. You can draw the animals that you see. A poster about the adventure will add interest to the project. What mixed-media activities could you use. You could do an animal play.

NEW IDEAS TO SHARE:

Record the sounds of animals on a tape. Arrange them to be played at the appropriate time during your book display. Clear this with the teacher.

MOST INTERESTING

The most interesting happenings during the making of the book need to be shared with other class members. Record your story on tape, and put it in the listening center with the teacher's permission, of course.

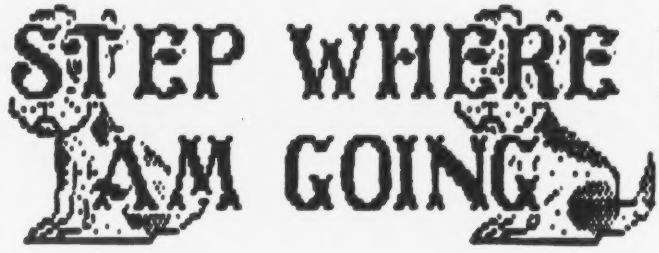


CHAPTER I

DOGS FOOTPRINTS

LOOK AT ME

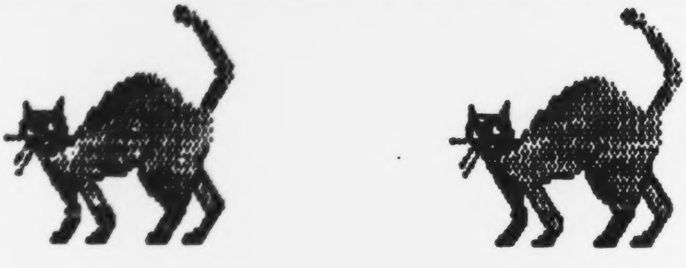
I STEP WHERE I
AM GOING



BOW WOW, MY
FAMILY LOVES ME

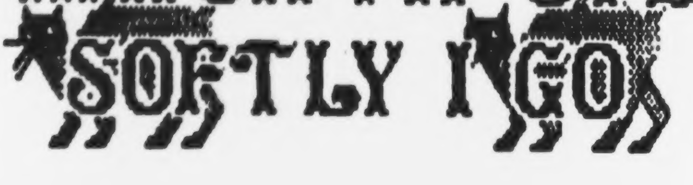
CHAPTER 2

CAT FOOTPRINTS

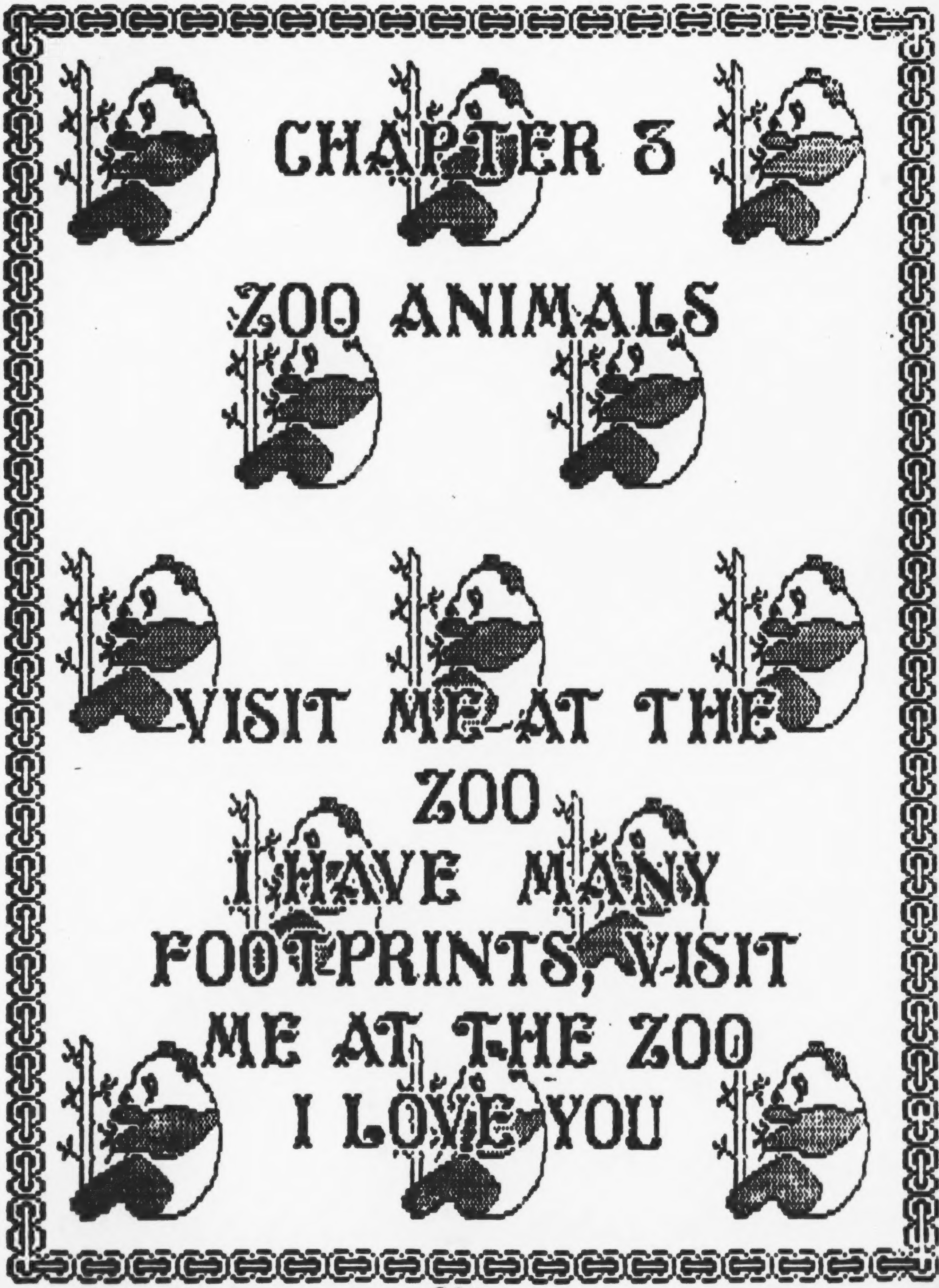


LOOK AT ME

I WATCH MY STEP
SOFTLY I GO



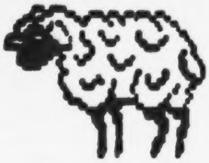
MEOW, MEOW MY
FAMILY LOVES ME



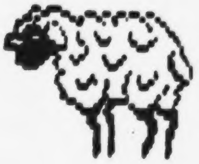
CHAPTER 3

ZOO ANIMALS

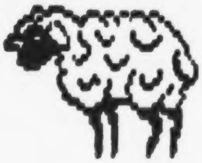
VISIT ME AT THE
ZOO
I HAVE MANY
FOOTPRINTS, VISIT
ME AT THE ZOO
I LOVE YOU

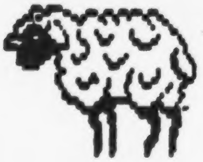


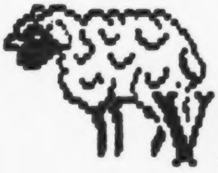
CHAPTER 4

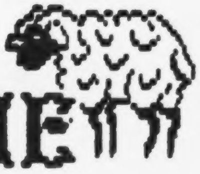


FARM ANIMALS

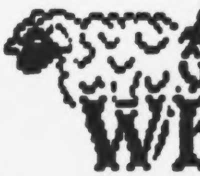








VISIT ME ON THE
FARM
I LOVE COUNTRY AIR
WE QUACK, CROW,
MOO, OINK, CLUCK,
AND I LOVE YOU
WE LIVE IN A BARN



CHAPTER 5

UNUSUAL ANIMALS

LOOK FOR ME IN
BOOKS
WE WERE HERE A
LONG TIME AGO
FIND MY FOSSIL OR
UNUSUAL PRINT,
COLOR MY STEPS IN

ADVENTURE II LANGUAGE ARTS: CONTENTS

TAB 1 CREATIVE PROBLEM SOLVING

TAB 2-INDEPENDENT STUDY

TAB 3 PROVOCATIVE QUESTIONS

TAB 4 CREATIVE WRITING

TAB 5 WORD PROCESSING

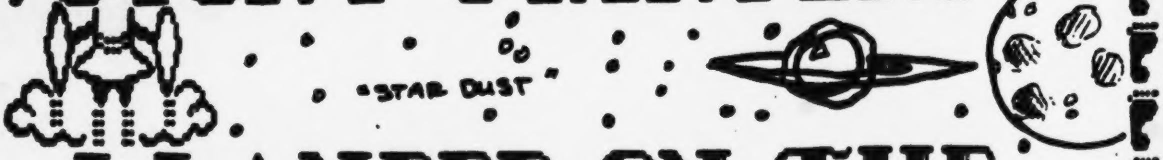
TAB 6 DECISION-MAKING

TAB 7 DRAMATICS/SCRIPT

TAB 8 PRIMARY RESEARCH

TAB 9 HIGH-LEVEL THINKING

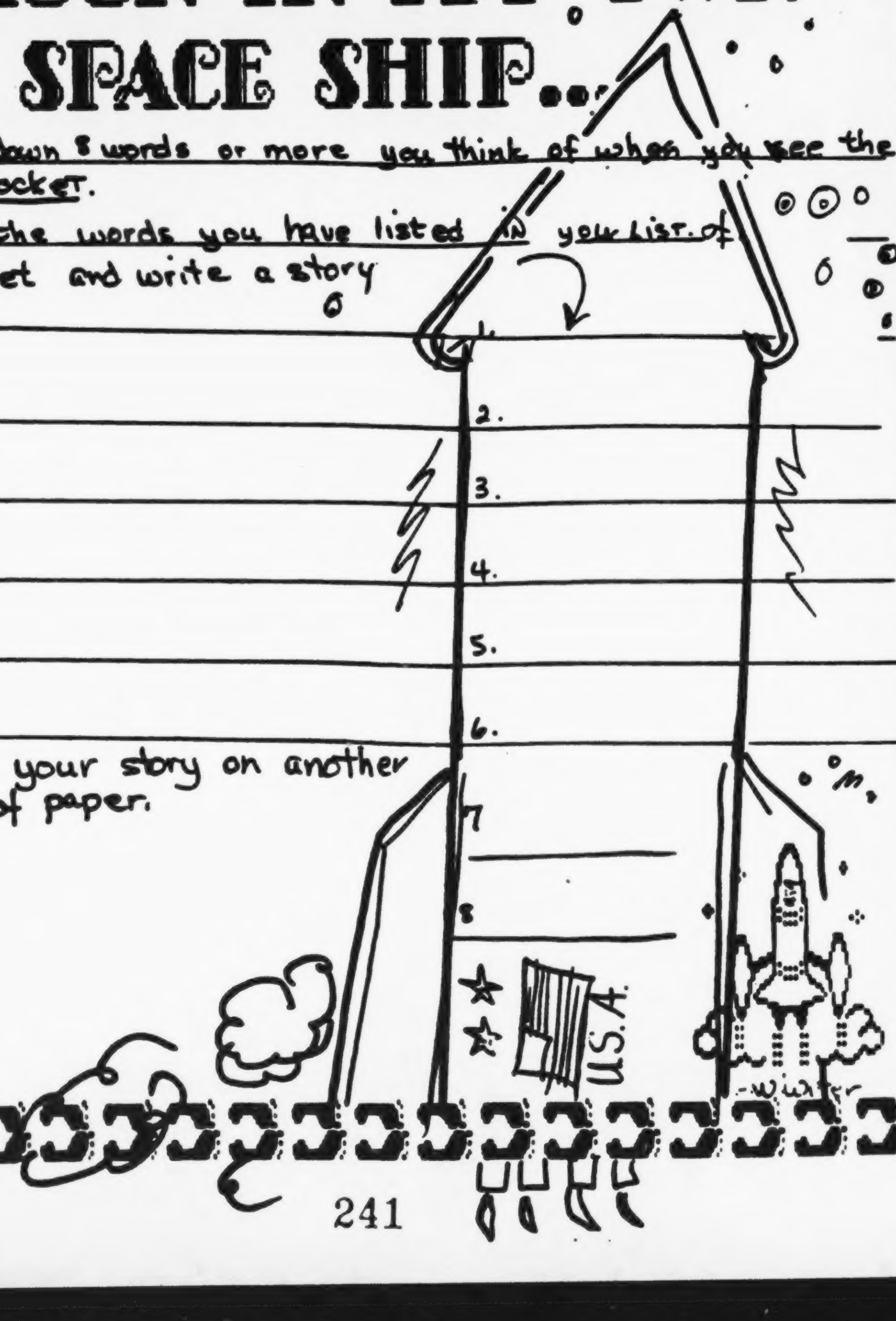
STORY STARTERS



I LANDED ON THE MOON IN MY OWN SPACE SHIP...

1. Write down 8 words or more you think of when you see the word Rocket.

2. Use the words you have listed in your list of the rocket and write a story



1.

2.

3.

4.

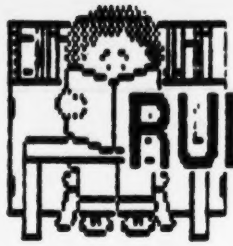
5.

6.

7

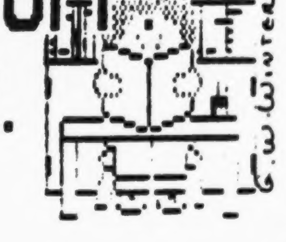
8

(finish your story on another sheet of paper.



RULES FOR GOOD STUDY HABITS

1. COPY ASSIGNMENTS CAREFULLY AND NEATLY.
2. HAVE A PLACE THAT IS ONLY FOR STUDY AT HOME.
3. HAVE A SET TIME THAT YOU STUDY EACH DAY.
4. KEEP STUDY SUPPLIES, PENCILS, PAPER, BOOKS, IN PLACE IN THE STUDY.
5. NEVER PUT WORK OFF DO IT NOW. KEEP UP.



THE STAGES OF PROBLEM-SOLVING ARE 6 IN ALL .

1. HOW DO WE KNOW THAT A PROBLEM EXISTS?

ANSWER: WHEN THINGS JUST HAPPEN, AND YOU DO NOT KNOW WHAT STEP TO TAKE FIRST TO CORRECT THE SITUATION.

EXAMPLES: YOU SEE THE HOUSE NEXT DOOR IS ON FIRE! YOU ARE LOST IN A SHOPPING CENTER.

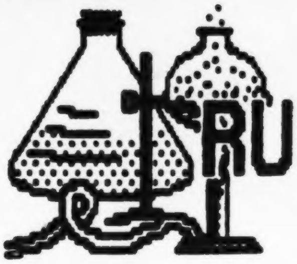
WHY DO YOU NEED TO LEARN THE SKILLS OF CREATIVE PROBLEM-SOLVING?

ANSWER: WHEN YOU CAN THINK CREATIVELY, YOU WILL HAVE A TOOL THAT WILL HELP YOU DEAL AND COPE WITH NEGATIVE PRESSURES IN LIFE.

EACH PERSON SHOULD STRIVE TO DO THEIR BEST.

Because . . . ______________________

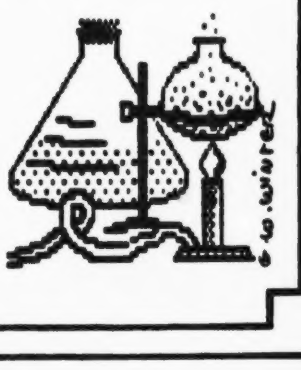
G.W. Wooten



RULES FOR PROBLEM SOLVING

1. GATHER THE FACTS
2. STATE THE PROBLEM
3. BRAINSTORM A SOLUTION
4. LIST ALL ROADBLOCKS TO THE SOLUTION
5. SELECT A SOLUTION
6. PUT THE PLAN INTO ACTION

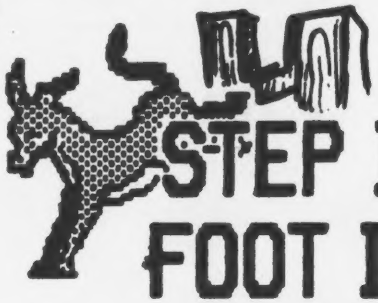
THE LAST STEP COULD BE AN EVALUATION



STEP 1

YOUR NEW PUPPY IS NOT AT HOME WHEN YOU GET THERE. NO ONE IS HOME.

STEP 1. LIST THE FACTS
STEP 2. WRITE THE PROBLEM
STEP 3. BRAINSTORM
STEP 4. LIST THE RESULTS OF SELECTED PLAN.
STEP 5. SELECT A PLAN
STEP 6. TRY IT OUT



STEP I. YOUR FRIEND'S FOOT IS CAUGHT IN A GATE AT THE ZOO. WHAT CAN YOU DO?

FIRST STEP: LOOK AT THE FACTS.

LIST:

____

____

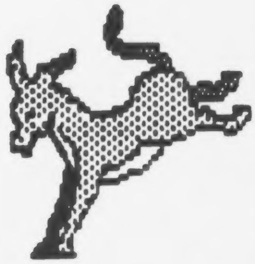
____

____

____

STEP 2: WHAT IS THE MAJOR PROBLEM ? WRITE IT DOWN.

THE PROBLEM:



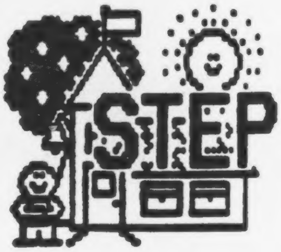
STEP 3: BRAINSTORM A SOLUTION

LIST TEN WAYS THAT YOU THINK OF THAT WOULD SOLVE THE PROBLEM. THINK OF AS MANY WAYS AS YOU CAN QUICKLY.

STEP 4: WHAT WOULD HAPPEN IF YOU TRIED THE SOLUTIONS ON YOUR LIST?

WRITE DOWN WHAT WOULD HAPPEN WITH EACH OF THE SOLUTIONS FOUND.

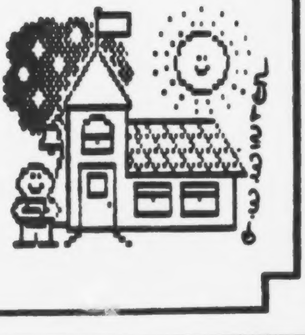
LIST:



STEP 5: SELECT A SOLUTION

PICK OUT THE IDEAS THAT ARE THE BEST FOR THE SOLUTION.

WRITE THE SOLUTION:



STEP 6: PUT THE PLAN INTO ACTION!

WHAT CAN BE DONE TO ACCOMPLISH THE PLAN?

LIST: ____________________________

____

____

____

____

____

____

____

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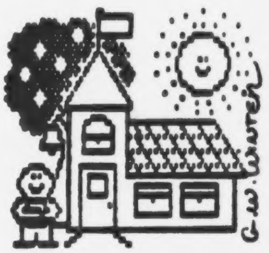
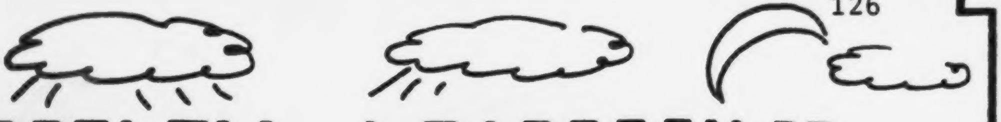
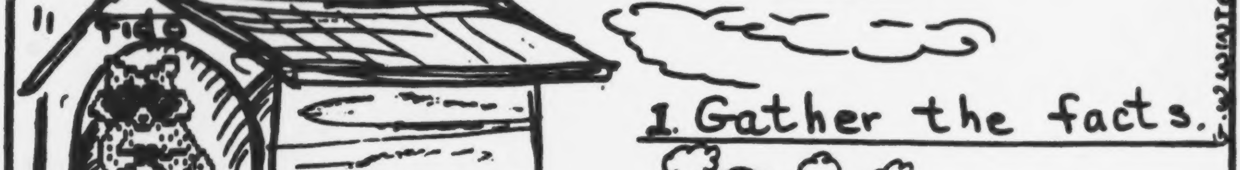
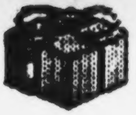




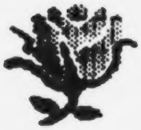
PROBLEM : A RACCOON IS IN THE DOG HOUSE IN THE BACK YARD. THE DOG IS BARKING AT THE RACCOON.

DECIDE HOW TO DEAL WITH THIS PROBLEM.
LIST EACH STEP:1,2,3,4,5, 6 TO SOLVE THE PROBLEM:
DIRECTIONS: USE WRITING PAPER TO COMPLETE THIS PROBLEM.





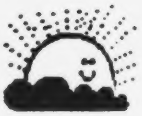
SIMULATION: Using problem solving



Problem: You have been choosen to serve as the chairman of the board for a large company. You must decide what products you will produce. Look at the items on this page. Use problem solving to help you make the decisions.

Step 1. Gather the facts.______________________________

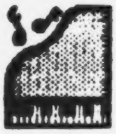
____



Step 2. State the problem.______________________________

____

Step 3. Brainstorm a solution.___________________________

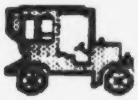


____

Step 4. List all the roadblocks to the solution.____________

____

____

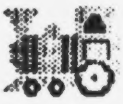


____

____

____

Step 5. Select a solution.______________________________



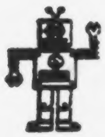
Step 6. Put the plan into action.__________________________

You may want to evaluate your action.______________________

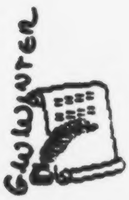
____

____

____



Name______________________________ Date__________ Age___

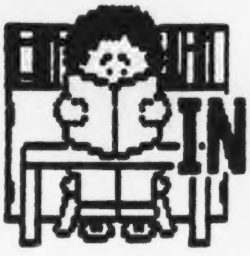


CREATIVE PROBLEM SOLVING

GATHER INFORMATION:BRAINSTORM LIST 8 POSSIBLE SOLUTIONS
LIST ALL THE POSSIBLE PROBLEMS
SELECT A SOLUTION: TRY IT OUT

CREATIVE WRITING IS FUN FOR YOU

USE CREATIVE PROBLEM SOLVING WITH YOUR WRITING AND CREATING
BRAINSTROM EIGHT IDEAS ABOUT IT
GO ON TO THE NEXT ACTIVITIES NOW



INDEPENDENT STUDY PLANNING GUIDE

NAME: DATE:

CONTENTS

RESOURCES FOR STUDY

BRAINSTORMING TOPICS

USING LIBRARY SKILLS

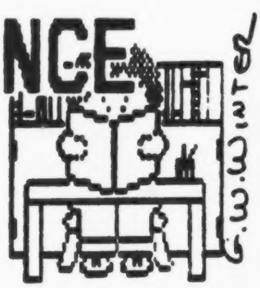
INTERVIEW PLANNING

SHARING YOUR LEARNING

EVALUATING YOUR WORK

STUDY GUIDE FORMS

AWARDS FOR EXCELLENCE



INDEPENDENT STUDY PLANNING GUIDE ✓

NAME:_______ DATE:_______

CONTENTS

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BRAINSTORMING TOPICS
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EVALUATING YOUR WORK
STUDY GUIDE FORMS
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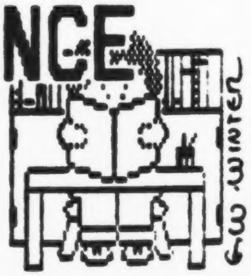
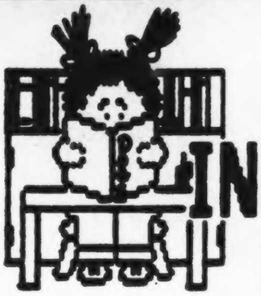




INDEPENDENT STUDY PLANNING GUIDE

HI! YOU ARE ABOUT TO BEGIN AN EXCITING LEARNING ADVENTURE- YOUR FIRST INDEPENDENT STUDY. THIS IS A WAY TO SELECT WHAT YOU WANT TO LEARN. SELECT AN ANIMAL FOR YOUR TOPIC OF STUDY. YOU WILL DO 3 THINGS:

1. STUDY THE ANIMAL 2. MAKE A PRODUCT 3. SHARE

FINDING YOUR INFORMATION

WHERE TO LOOK:

BOOKS: LOOK IN CARD CATALOG UNDER THE TOPIC

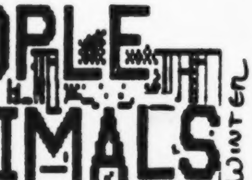
ENCYCLOPEDIAS-LOOK IN SEVERAL KINDS.

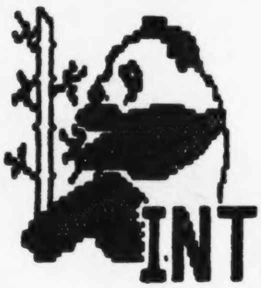
PET SHOPS: THEY HAVE ANIMAL BOOKS THERE.

VETERINARIAN'S OFFICE : THEY MAY HAVE FREE INFORMATION.

MAGAZINES- PUBLIC

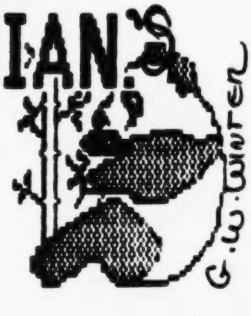
INTERVIEWS: FIND PEOPLE THAT KNOW ABOUT ANIMALS





INTERVIEW FOR ANIMAL NEWS

NOTE: AN INTERVIEW IS A GOOD WAY TO LEARN. YOU MAY LEARN THINGS WHICH ARE NOT IN BOOKS. ASK QUESTIONS ABOUT WHAT YOU READ. LOOK FOR THESE PEOPLE IN A ZOO, PET SHOP, FARM, HUMANE SOCIETY, CIRCUS OR OF COURSE A VETERINARIAN.



INTERVIEW OUTLINE

1. PERSON TO TELEPHONE

____

2. TOPIC ______________________

3. DATE ____ TIME ____________

4. PHONE NUMBER ____________

____

INTERVIEW QUESTIONS

1. ____________________________

____

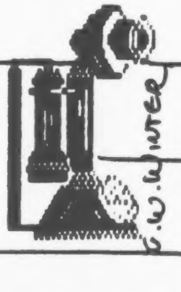
ANSWER:
____

____

____

____

____



PLANNING AN INTERVIEW

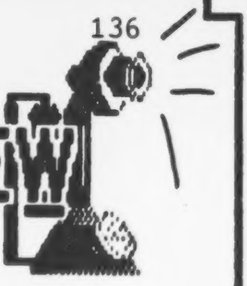
1. TELEPHONE , TELL WHO YOU ARE AND WHY YOU WANT AN INTERVIEW.

2. SCHEDULE THE CALL AT A TIME THAT IS BEST FOR THE PERSON.

3. LIST THE QUESTIONS AHEAD OF TIME YOU WILL ASK HIM/HER.

4. WRITE DOWN REPLY.

PLANNING AN INTERVIEW



5. ASK PERMISSION IF YOU WISH TO TAPE AN INTERVIEW. ✓

6. AFTERWARD, WRITE A (NOTE) THANK YOU TO THE PERSON YOU INTERVIEWED.

7. WRITE THE PAPER YOU INTERVIEWED AND a THANK YOU FOR THEIR TIME

by putting their name in your paper with recognition for what they contributed toward your work.

STUDY GUIDE

TOPIC: ____________________

DESCRIPTION: (COLOR,SIZE APPEARANCE): ____________________

____

____

A MALE IS CALLED ____________

A FEMALE IS CALLED ____________

THE BABY IS CALLED ____________

HABITAT (WHERE IT LIVES):

____

____

SPECIAL CHARACTERISTICS THAT HELP IT LIVE THERE:

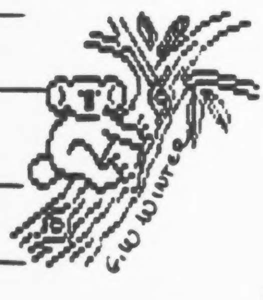
____

____

UNUSUAL ITEMS:

____

____

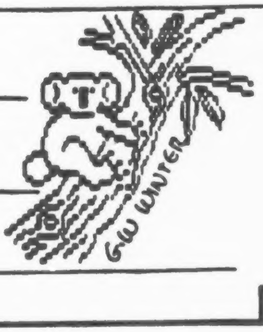


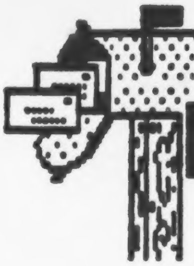
EATING HABITS: (WHAT IT EATS, HOW AND WHEN)

ENEMIES:

THE ANIMAL PROTECTS IT-SELF WITH

SOME OF ITS RELATIVES:





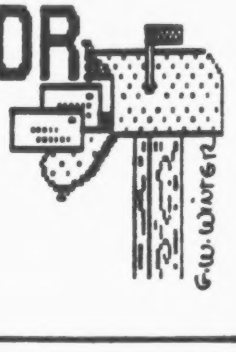
BIBLIOGRAPHY CARDS

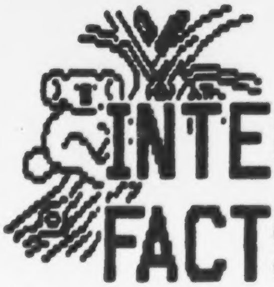
NOTES: KEEP A CARD ON EACH BOOK IN WHICH YOU FIND INFORMATION.

TITLE OF BOOK OR SOURCE:

AUTHOR:

USE INDEX CARDS FOR BIBLIOGRAPHY.





INTERESTING OR UNUSUAL FACTS ABOUT THE ANIMAL

THIS ANIMAL WOULD OR WOULD NOT BE A GOOD PET BECAUSE:

CHOOSING A PRODUCT ✓

WHAT PRODUCT DO YOU WANT TO MAKE TO SHARE YOUR INFORMATION WITH OTHERS? MAKE A CHOICE.

SHOW WHAT THE ANIMAL LOOKS LIKE IN A PICTURE

*TO GIVE INFORMATION :
DO A FILMSTRIP, AN ILLUSTRATED STORY, A PUPPET SHOW OR DIARY.

G-W.WNTER

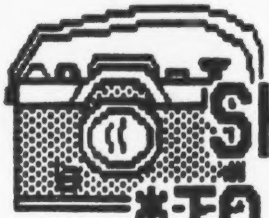
✓

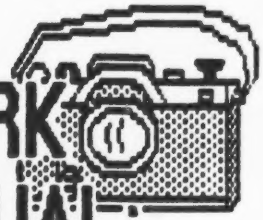
SHARING YOUR WORK PRODUCTS

*MAKE A MOBILE, A CHART, A DISPLAY OF PHOTOGRAPHS, OR POSTER.

*TO SHOW HABITAT: YOU CAN CHOOSE A DIORAMA, A MODEL, PHOTOGRAPHS, OR A PAINTING OR POEM.

*TO MAKE A COMPARISON SHOW A CHART, MOVIE, BOOKLET, OR SCULPTURE.





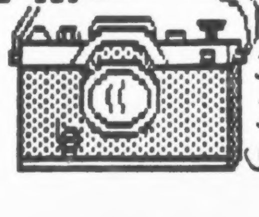
SHARING YOUR WORK

*TO SHOW THE UNUSUAL:
MAKE A PUPPET, A MOVIE,
A MIME SHOW, A STORY,
OR A STORY BOARD.

*USE THE ART CENTER
MATERIALS FOR THIS PART
OF THE PRODUCT SHOW.

I WANT TO LET MY MOST
IMPORTANT PRODUCT
SHOW _______________ (LIST.)

____



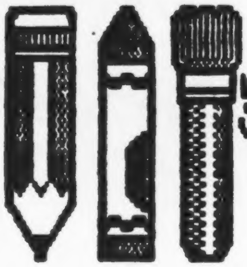
G.W. WINTER

Name.   Date.

THE PRESENTATION: THIS IS YOUR BIG SHOW

PLANNING TIME:

1. RECORD ON TAPE, LIKE A RADIO SHOW AND TELL ALL ABOUT THE ANIMAL. YOU MAY WANT TO TAPE THE ACTUAL SOUNDS THAT YOUR ANIMAL MAKES. IF POSSIBLE MAKE A VERY UNUSUAL PRODUCT TO SHOW OF THE ANIMAL DURING THE TAPE SHOW.

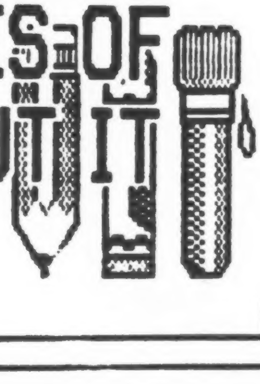


THE PRESENTATION
PART 2

EXPLAIN YOUR PRODUCT TO THE CLASS. TELL THEM ABOUT WHAT THE PRODUCT TELLS ABOUT. TELL HOW YOU MAKE IT.

PART 3

NEXT,ASK FOR QUESTIONS FROM THE CLASS. GIVE THE CLASS THE NAMES OF SEVERAL BOOKS ABOUT IT



SELF-EVALUATION OF PRESENTATION

Name ______________________________ Date ______________

Directions: Finish the sentences, and circle the correct answers.

*** I DID MY PROJECT WELL**

____. I feel

that my work derserves a (circle)

SUPERIOR BEST GOOD

Put a check by the correct answers(what was completed). ✓

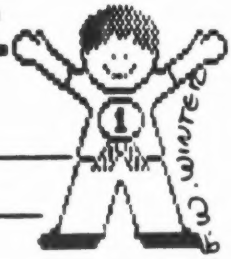
I COMPLETED MY: STUDY GUIDE, BIBLIOGRAPHY CARDS, AND PRODUCT

***I AM PLEASED WITH IT.** (circle)

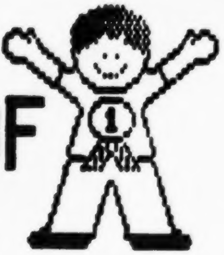
YES NO OK

*** I COULD HAVE DONE BETTER IF** ______________

____



SELF-EVALUATION OF PRESENTATION



Name ______________________________

I WAS PREPARED FOR MY PRESENTATION, IT WAS: (circle)

SUPERIOR   BEST   GOOD

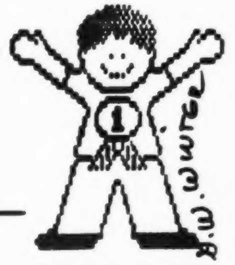
I THINK I COULD HAVE DONE BETTER IF I ________

I HADE TROUBLE WITH ________

MY NEXT STUDY I WILL (Use back if needed)

THE BEST PART OF THE STUDY WAS WHEN ____

MY TOTAL GRADE IS



____

____

INFORMATION SOURCES

These are a few of the ways you can find information. List any other ways at the bottom of the page.

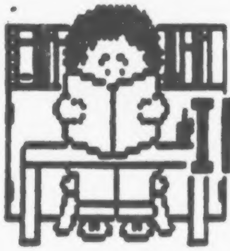
ENCYCLOPEDIAS, BOOKS,
DICTIONARIES, PAMPHLETS
FIELD TRIPS, MAGAZINES,
LETTERS, PHONE CALLS,
ATLAS, MAPS, ALMANAC,
CATALOGS, FILMSTRIPS,
EXPERIMENTS, TAPES,
RECORDS, SURVEYS, POLLS
1ST PERSON EXPERIENCE,
PUBLIC RECORDS, T.V.,
NEWSPAPERS, SPEAKERS,
HOW-TO-BOOKS, PEOPLE

Name ____ Date: __________

Other Sources: ____

More answers. Teachers, experts in a field, pictionaries, computer programs, microfiche, an information retrieval service, community organizations, government offices,

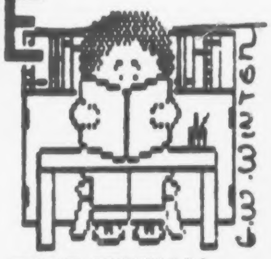
Name:



INDEPENDENT STUDY PLANNING GUIDE ANIMALS ✓

Directions: Listed are the steps in the study. Check each item off as you finish the activity. This is a process, and you will take it one step at a time. Enjoy your learning experience. Smile, and be happy!

1. FIRST CONFERENCE ______
2. PROGRESS REPORTED _____
3. USE 5 SOURCES ________
4. DISCUSS PRODUCT PRESENTATION ___________
5. PRODUCT COMPLETED ____
6. DELIVERY DISCUSSION ____
7. FOURTH CONFERENCE _____
8. PRESENTATION DONE ____
9. SELF-EVALUATION



10 ______________________ Teacher evaluation. GREAT WORK!!!!

AWARD FOR EXCELLENCE

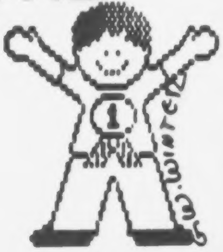
YOU DID IT AGAIN

NAME:

YOU HAVE DONE YOUR
VERY BEST AND DESERVE
THE EXCELLENCE AWARD

TAKE YOUR WINNERS
CIRCLE AWARD NOW!

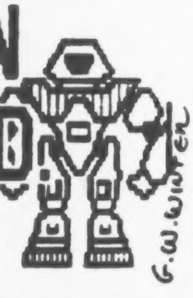
GO TO THE HEAD OF THE
CLASS



PROVOCATIVE QUESTIONS
WHY ASK QUESTIONS?

MOST NON-USEFUL ONES (questions) ARE A RESULT OF THE FOLLOWING REASONS:

A. TO SEE WHO IS PAYING ATTENTION.
B. TO GET YOUR ATTENTION.
C. TO ANNOY OR DISRUPT.
D. NOTHING BETTER TO DO.
E. TO SEE WHO KNOWS THE MOST ABOUT THINGS IN GENERAL IN THE WORLD.



To find out who reads the newspaper or current news from magazines .

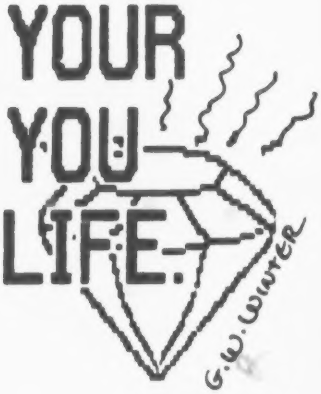
G.W.Winter

PROVOCATIVE QUESTIONS ARE PRODUCTIVE FOR THE FOLLOWING REASONS

✓

A. TO PROVOKE THINKING ✓
B. TO AROUSE CURIOSITY ✓
C. TO OBTAIN INFORMATION ✓
D. TO ORGANIZE AND TO DEFINE INFORMATION ✓ ✓

THE RIGHT QUESTION CAN HELP YOU ORGANIZE YOUR THINKING AND HELP YOU MAKE DISCOVERS IN LIFE.



PRODUCTIVE QUESTIONS ARE TO PROVOKE THOUGHT

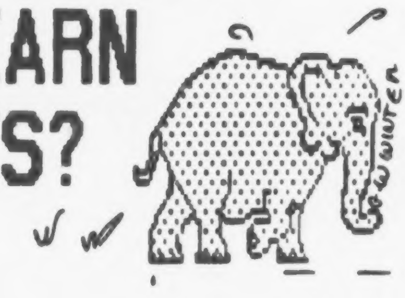
EXAMPLE: WHY IS IT DIFFICULT TO EAT ON A ROCKET SHIP IN SPACE?

ANSWER: BECAUSE THERE IS NO GRAVITY THERE. THIS WILL LEAD TO WHAT IS GRAVITY, AND A HOST OF OTHER QUESTIONS THAT OPEN UP NEW AREAS OF EXPLORATION AND LEARNING.

PRODUCTIVE QUESTIONS ARE TO AROUSE CURIOSITY

EXAMPLE: AT WHAT AGE IS AN ELEPHANT THOUGHT TO BE OLD?

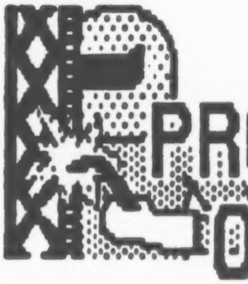
ANSWER: OLD AGE SHOWS ON AN ELEPHANT AT 40. MOST ELEPHANTS LIVE TO BE 60 YEARS OLD. WHAT OTHER INTERESTING FACTS CAN WE LEARN ABOUT ELEPHANTS?



PRODUCTIVE QUESTIONS ARE TO OBTAIN INFORMATION

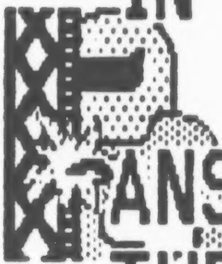
EXAMPLE: WHAT ANIMALS LIVED ON THE EARTH IN THE MESOZOIC AGE?

ANSWER: DINOSAURS ROAMED THE EARTH AND THEN DIED OUT. THIS LEADS TO THE QUESTION WHY DID THEY DIE OUT. HOW LONG AGO WAS THIS? WHAT DO THEY LOOK LIKE?

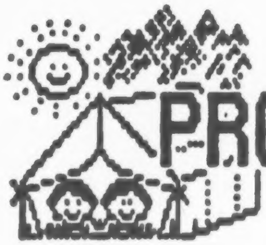


PRODUCTIVE QUESTIONS ORGANIZE & DEFINE

EXAMPLE:HOW ARE GOODS AND SERVICES PRODUCED IN THE UNITED STATES ?



ANSWER: PEOPLE SELECT THEIR JOBS AND CHOOSE HOW THEY SPEND MONEY. THE LAWS OF SUPPLY AND DEMAND START WORKING. WHAT IS NEEDED IS THEN PRODUCED IN THE U.S.



PRODUCTIVE QUESTIONS ASSIGNMENTS

ALL THE INFORMATION AND FORMS YOU USED IN THE INDEPENDENT STUDY GUIDE CAN BE USED IN THIS QUEST. YOU CAN GO EXPLORING AND LEARN ABOUT MANY THINGS THAT YOU HAVE ALWAYS WANTED TO FIND OUT ABOUT. GO EXPLORING!

PRODUCTIVE QUESTIONS ASSIGNMENTS

DIRECTIONS: SELECT THE QUESTION TYPE THAT YOU LIKE THE BEST. MAKE A LIST OF 10 QUESTIONS YOU WANT TO KNOW ABOUT.

A. TO PROVOKE THINKING

B. TO AROUSE CURIOSITY

C. TO OBTAIN INFORMATION

D. TO ORGANIZE AND TO DEFINE INFORMATION

SELECT, AND START YOUR ADVENTURE IN EXPLORATIONS.

PRODUCTIVE QUESTIONS ASSIGNMENTS

DIRECTIONS: SELECT TWO OF THE QUESTION TYPES AND WRITE 5 QUESTIONS YOU WANT TO EXPLORE.

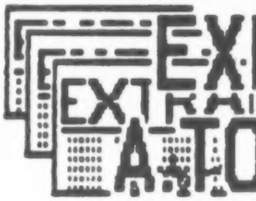
✓

A. TO PROVOKE THINKING
B. TO AROUSE CURIOSITY
C. TO OBTAIN INFORMATION
D. TO ORGANIZE AND TO DEFINE INFORMATION

SELECT, AND START YOUR ADVENTURE.

PRODUCTIVE QUESTIONS ASSIGNMENTS

DIRECTIONS: SELECT ONE QUESTION FROM EACH OF THE TYPES OF USEFUL QUESTIONS YOU WANT TO EXPLORE.



A. TO PROVOKE THINKING
B. TO AROUSE CURIOSITY
C. TO OBTAIN INFORMATION
D. TO ORGANIZE AND TO DEFINE INFORMATION

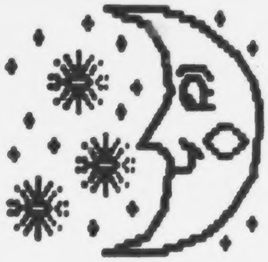
SELECT, AND START YOUR ADVENTURE.

EXTRA
F.W. WINTER

PRODUCTIVE QUESTION ASSIGNMENT

SELECT ONE MODEL BELOW QUALITY, VIEWPOINT, INVOLVEMENT, CONSCIOUS SELF-DECEIT, AND WRITE QUESTIONS THAT USE THE MODELS. SELECT THE BEST QUESTIONS THAT YOU WANT TO ANSWER OR ONE YOU LIKE BEST. COMPLETE A SELF STUDY ON YOUR CHOICE OF TOPICS.

HAPPY LEARNING!



STORY STARTERS
ADVENTURE 2

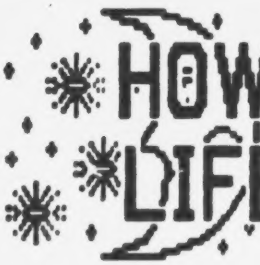
Directions: Finish the story. At the end of the story answer the riddle. It will give your story a surprise ending.

IF THE MOON COULD TALK

____

____

____

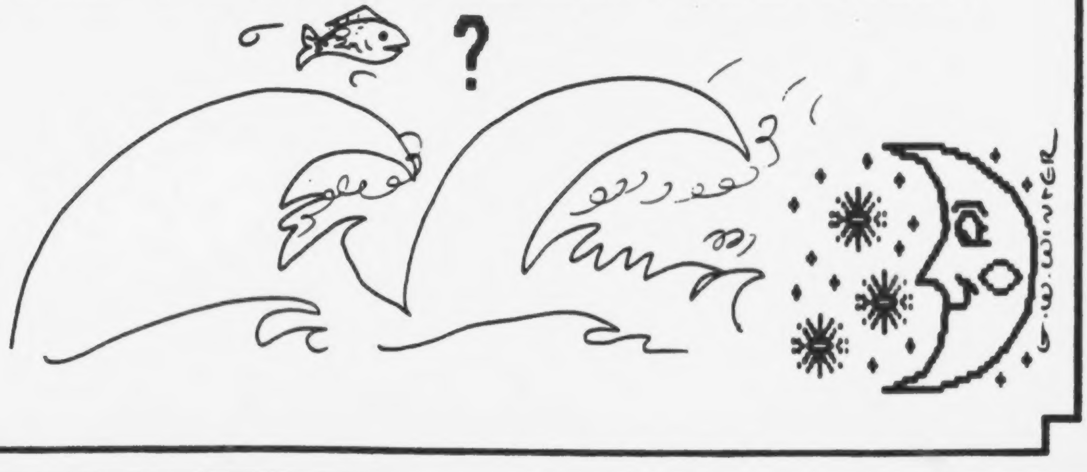


HOW WOULD YOU VIEW LIFE ON THE MOON? ____________

____

____ Write on the back.

HOW ARE THE MOON AND THE OCEAN TIDES RELATED ?



STORY STARTERS ADVENTURE 2

Directions: Get paper from your notebook and write this story now.

HOW WOULD YOU VIEW A KNIGHT IN THE NIGHT?

A PAGE HAS THE POWER TO OVERCOME MANY HARDSHIPS. AT 7 HE BEGINS TRAINING FOR KNIGHTHOOD.

HOW IS A PAGE AND A NEW BOOK RELATED?

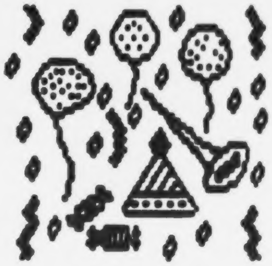
STORY STARTERS ADVENTURE 2

Directions: Finish the story on paper now.

IF YOU COULD ANCHOR THE EARTH IN THE SKY, WHAT WOULD HAPPEN ?

IF THE DATE ON EARTH WAS 2300 WHAT WOULD LIFE BE LIKE ?

WHAT KIND OF CLOTHES WOULD WE WEAR?



Directions: Pause for punctuation marks. They give meaning and music to the verse. Count the number of syllables.

POETRY

A haiku is a Japanese form of poetry. It is short and sweet. Learn how to write this form of poetry.

WRITE A HAIKU

A HAIKU TELLS ABOUT A BRIEF MOMENT IN A DAY. IT HAS 17 SYLLABLES ALL ARRANGED IN A PATTERN OF THREE LINES: 5, 7, 5, SYLLABLES

BIG BLUE BALLOONS BEND
THEIR VIBRANT HEADS IN the wind.
TREE FINGERS FIND THEM.

Use writing paper and write a haiku. You will like the short poems. Try it!

DIRECTIONS: Select one of the Japanese poems. Write a poem about the things in life that are meaningful to you.

POETRY

A CAMEO, SHOWS A
REALISTIC PICTURE OF
SOMETHING EITHER UGLY
OR BEAUTIFUL. THE COUNT
IS 2, 5,8,3,8,7,2.
MONEY
WORKS FOR EVERYONE.
IT IS GOOD AND IT IS EVIL
TEACHS LOVE.
IT CAUSE MAN TO HATE BROTHERS.
SILVER AND GOLD CAN BE LOST.
LOVE LASTS

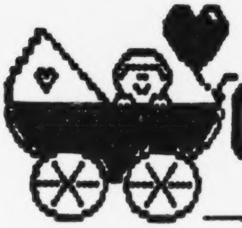
G.W. Winter

POETRY

SELECT:TO WRITE A TANKA

A TANKA IS A JAPANESE
POEM OVER A LONG TIME,
ABOUT IDEAS AND EVENTS
ARRANGED IN A PATTERN
OF FIVE LINES, 5,7,5,7,7.
I FEEL THE WINTER
AS IT CHILLS THIS HEART OF MINE.
I FEAR THE COLD NIGHT.
MIRRORS REFLECT MISERY.
COURAGEOUSLY I SURVIVE.

Directions: Finish the story on this page. Use writing paper if you need it.



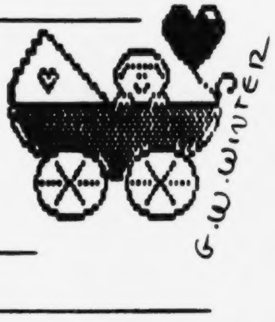
CREATIVE WRITING

WHEN I WAS A BABY

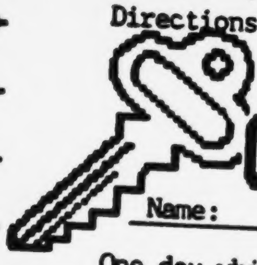
MY FIRST HAIRCUT

I WANTED TO GO

THE BEST BIRTHDAY I HAD



Directions: Finish the story.



CREATIVE WRITING

Name:

Date:

One day while I was walking home from

I FOUND A KEY AT MY

THE GOLD WAS SO HEAVY

ONLY 99 PEOPLE KNEW

WHEN I GOT HOME AGAIN

Directions: Finish the story.

Name______________________________ Date______________

CREATIVE WRITING

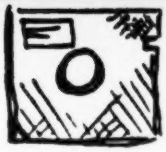
One day while I was walking in the museum________________

I HAVE ALWAYS WANTED TO ________________

THE MONA LISA

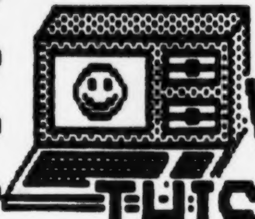
AT LAST SHE BELONGED TO

I WILL ALWAYS RECALL



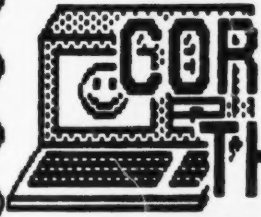
Computer assignments: INTRODUCTION

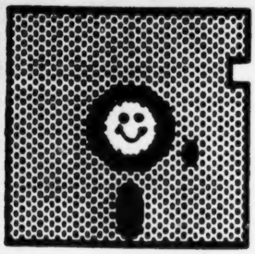
There are several lessons you may select to use on the computer. If you have had very little experience on a computer you need to look at the Computer Components sheet and study these parts. Then read the computer play **Happle Friendly** in the pink book on art. Then you should look at the booklet called The **Friendly Computer**. Read the book before you start on your computer so you will know how and where to find something in the book in case you need it. You will learn to use the computer by using the computer. You can have all the books to read in the world but you need to have the hands-on experience with the computer. Just start. Learn the parts of the computer and stay with the **Friendly Computer** until you know it well. Practice the first session in the Friendly Computer for 10 minutes each time you use the computer for the first two weeks. Then go to Word Munchers or another diskette . Learning games are fun. However, you must practice the keystrokes in order to learn to write and do other things later on the computer. Practice your keystrokes until you can type without looking.



WORD PROCESSING

THIS SCHOOL SYSTEM IS A MEMBER OF THE MECC PROGRAM. THAT MEANS WE CAN USE MINNESOTA EDUCATIONAL COMPUTING CORPORATION MATERIALS. THEY HAVE GIVEN US PERMISSION TO USE THEIR WRITTEN MATERIALS IN THE 2ND GRADE PROGRAM NOT IN THIS BOOKLET.





LANGUAGE ARTS_ ADVENTURE 2

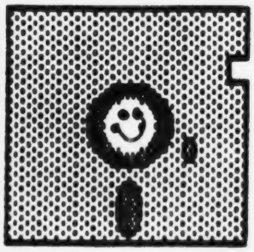
CONTENTS
COMPUTER ACTIVITIES

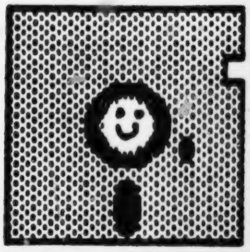
THE FRIENDLY COMPUTER ✓

EASY LOGO ✓

WORD MUNCHERS ✓

WORD PROCESSING ✓





COMPUTER COMPONENTS

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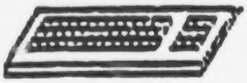
1



This is an input device for the computer. Arranged like a typewriter with letter and number keys, as well as special function keys such as RETURN, RESET, CONTROL, and ESCAPE, it allows information to be "keyed" into the computer.

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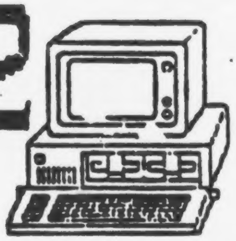
2



This is a microprocessor composed of electronic chips that allow for the storage and recall of various types of information.

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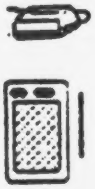
3



Some examples of these devices include a "mouse," a koalapad, a joystick, and paddles. They allow for information to be given to the computer.

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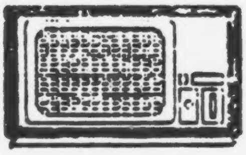
4



This device is like a television screen and displays certain information. In some cases, it is also an input device.

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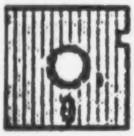
5



These flexible plates allow for certain information to be permanently stored. Such data is stored by "sectors" on the plate.

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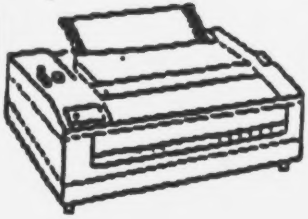
6



This is a machine that allows computer files or graphic design to be produced in "hard-copy" forms. The machine must be "interfaced" with the computer.

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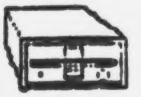
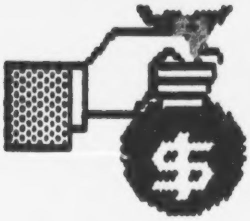
7



This is a high-speed recording device that controls access to information stored on diskettes. Upon certain commands, this device may delete, save, catalog, select, or load information.

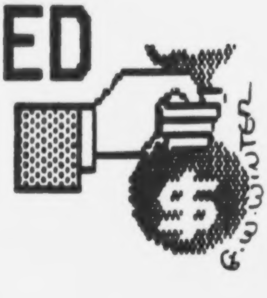


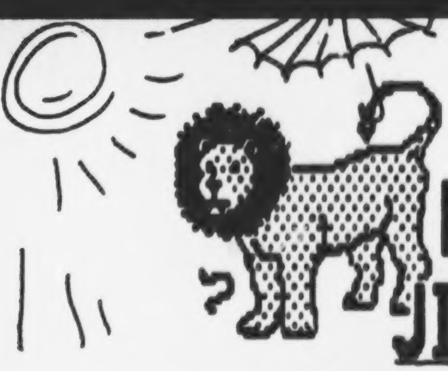
DECISION-MAKING

LET'S EXAMINE :

ALTERNATIVES (CHOICES)
CRITERIA (A STANDARD)
JUDGMENT (TO DECIDE)
REASONS (LOGICAL CAUSE)

READ THE STORY PART I. TELL WHAT CHOICE THE LEADING CHARACTER HAS. WHAT IS THE BEST CHOICE OF THE LISTED SOLUTIONS.





DECISION-MAKING

JIM WANTS FRIENDS

THE LION, JIM, HAD LARGE YELLOW TEETH. HIS RED UNBRELLA STOOD OUT IN THE BRIGHT SUNLIGHT. HE NEVER HAD ANY FRIENDS TO PLAY WITH. ALL THE OTHER ANIMALS IN THE JUNGLE WERE AFRAID OF HIM BECAUSE HE LOOKED SO FIERCE AND FEROCIOUS.

JIM WANTED FRIENDS. OH, WHAT COULD HE DO?

Decision -Making : You read the story about Jim the lion. He has some really basic problems. He wants friends, but he has not acquired these because he looks fierce and ferocious.

1.Jim has large yellow teeth. He has a fierce and Ferocious look also. What choices does he have. He wants friends.

(Standard for a friend)

1.To be a friend, you need to be liked and needed.
2. Animal friends need to trust each other, and not be afraid.
3. Yellow teeth is not part of the problem, a lion must not look like a threat if he wants friends.
4. A friend is always there to help when they are needed.

If lion Jim wants friend he will have to acquire the four talents of a friend. Jim will have to prove he is a friend by being there, and helping out a fellow animal friend when the event presents itself.

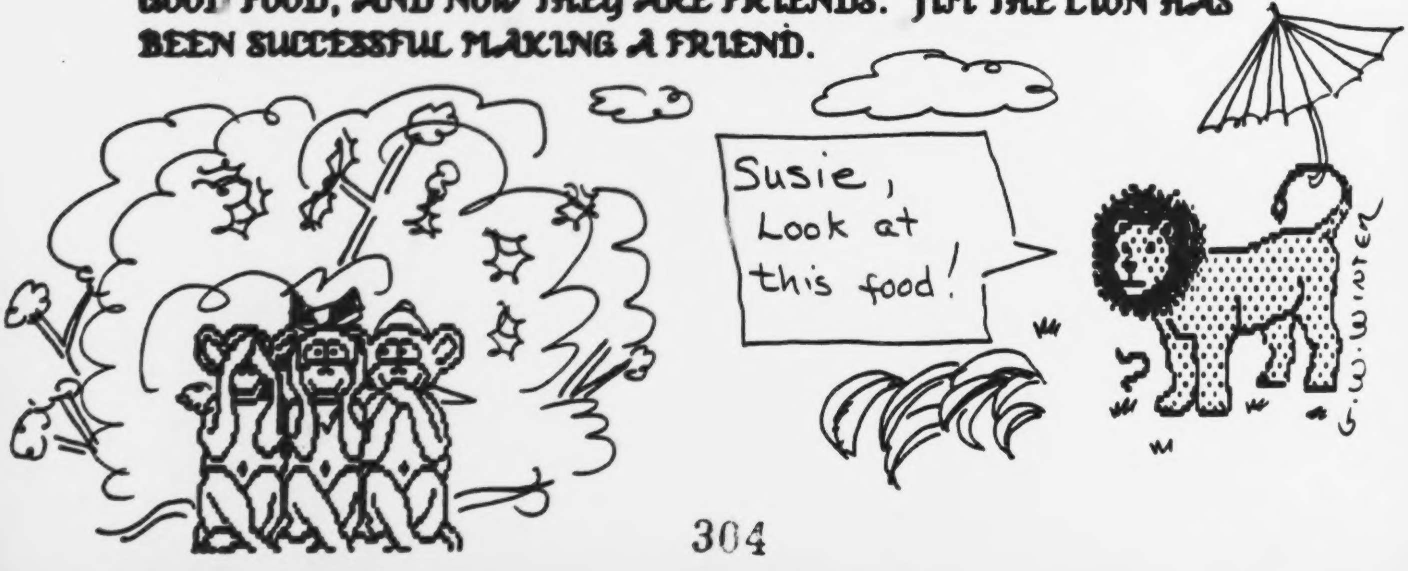
Judgment (decide) HOW CAN THE LION BECOME A FREIND WITH ANOTHER ANIMAL QUICKLY. JIM THE LION NEEDS TO BE ABLE TO BE IN A SITUATION WHERE HE IS NEEDED.

LET'S DO SOME PLANNING HERE:

1. WHAT ARE YOU GOING TO DO? 2. WHAT DO WE NEED TO DO THE JOB. 3. WHAT IS THE FIRST THING TO DO ?

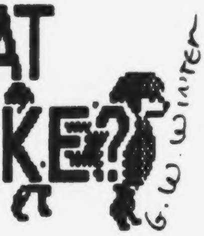
First we need to find an animal in distress. Then Jim needs to help him. Then they will become friends. Let Jim look in the jungle for an animal that needs help. Then we can start being a friend .

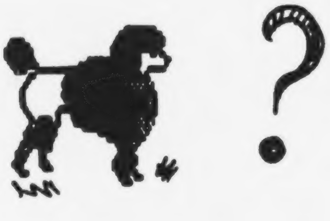
In the woods is a hungry monkey. If the lion wants to make frineds, he will take the monkey some food. Put the plan into action. GOOD . MISS SUSIE IS UP THE TREE. JIM COMES OVER AND GIVES HER A CALL. THE LION GIVES THE MONKEY SOME GOOD FOOD, AND NOW THEY ARE FRIENDS. JIM THE LION HAS BEEN SUCCESSFUL MAKING A FRIEND.

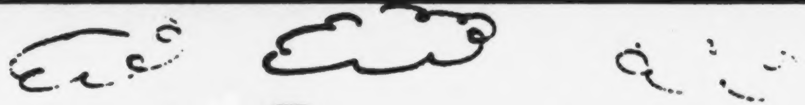


DECISION-MAKING

PEPPIE POODLE HAS AN ADDITIONAL PROBLEM AT HER HOUSE. ROBIN, THE TEEN-AGE DAUGHTER HAS A NEW CHOW DOG. THAT MEANS THAT PEPPIE MAY HAVE TO SHARE HER TOYS AND HER HOUSE. PEPPIE MUST DECIDE HOW THIS NEW FAMILY ADDITION WILL CHANGE HER LIFE. WHAT CHANGES WILL SHE MAKE?



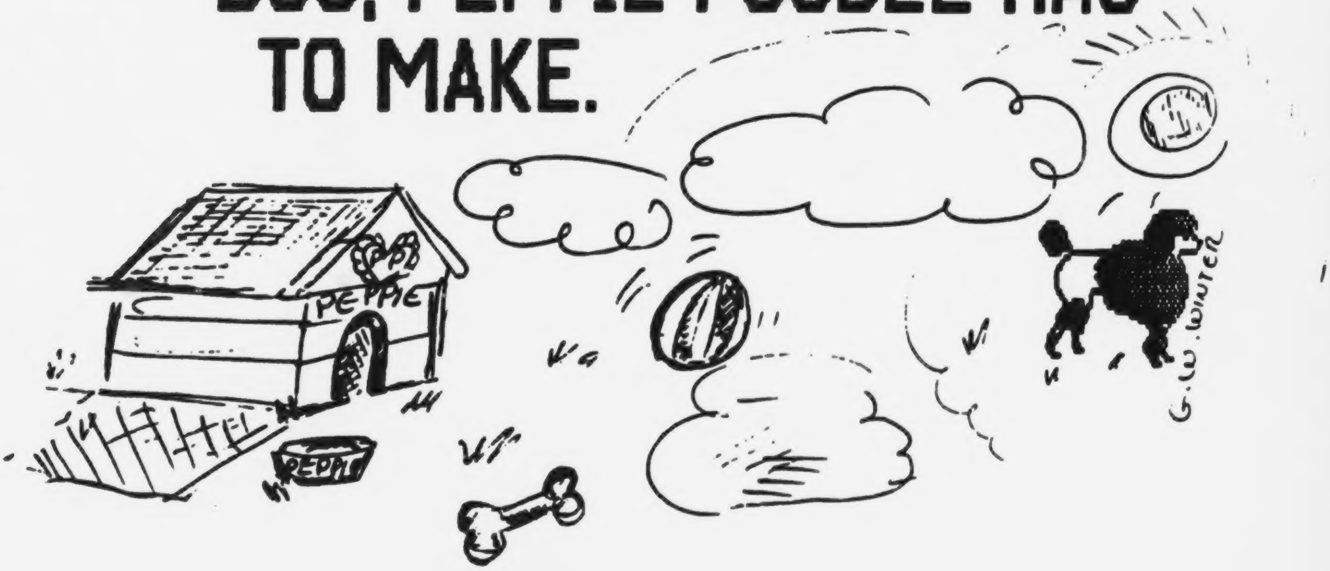




DECISION-MAKING

LET'S EXAMINE:
ALTERNATIVES (CHOICES)
CRITERIA (A STANDARD)
JUDGMENT (TO DECIDE)
REASONS (LOGICAL CAUSE)

READ THE STORY.
TELL WHAT DECISION THE DOG, PEPPIE POODLE HAS TO MAKE.


PEPPIE
PEPPIE
G.W. WINTER

DECISION-MAKING

LET'S EXAMINE:
ALTERNATIVES (CHOICES)
CRITERIA (A STANDARD)
JUDGMENT (TO DECIDE)
REASONS (LOGICAL CAUSE)

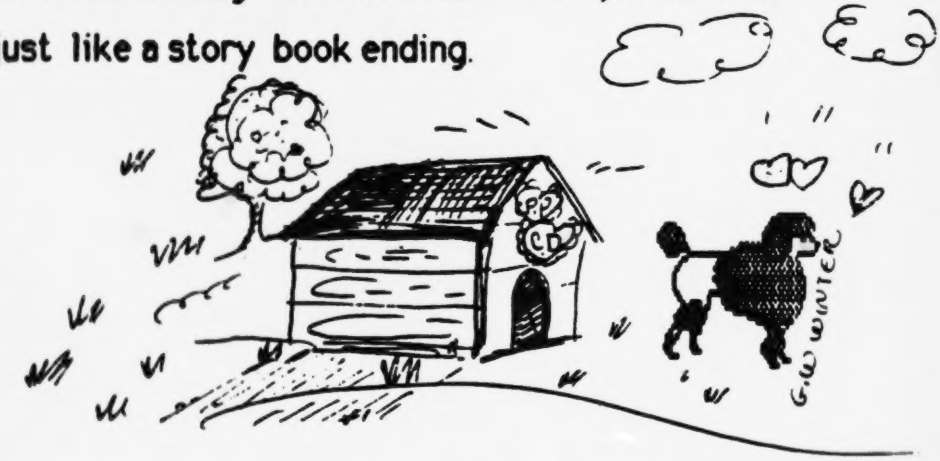
READ THE STORY
TELL WHAT DECISION THE DOG, PEPPIE POODLE HAS TO MAKE.

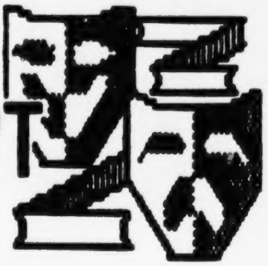
USE THE DECISION MAKING PROCESS:

DECISION-MAKING

LET'S EXAMINE THE ALTERNATIVES (THE CHOICES). LIST THE CHOICES. 1. PEPPIE POODLE HAS TO SHARE HER TOYS AND HER DOG HOUSE. 2. PEPPIE POODLE CAN LIVE IN ANOTHER HOUSE. IF THE MASTER GETS HER OR THE NEW DOG A HOUSE. 3. PEPPIE CAN SHARE HER OLD HOUSE WITH THE NEW CHOW DOG. DECISION TIME: CRITERIA: (A STANDARD) :LIST What will determine if the new dog and Peppie will get to live in the same house toegther? #1 Peppie and the new dog will both be able to fit in the old house at the same time. #2 The new dog will want to live in the same house. #3 The master will think that the two dogs can live together in one dog house. #4 Robin, the master will like the new dog well enough to keep him (chow dog).

JUDGMENT (TO DECIDE). ALL OF THE ABOVE CRITERIA WERE MET. SO, THE TWO DOGS (REASON,LOGICAL CAUSE) WILL LIVE TOGETHER , AND LIVE HAPPILY EVER AFTER. Well, that ended just like a story book ending.





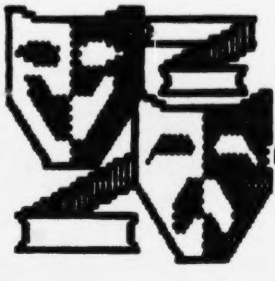
DRAMATICS/SCRIPT
ADVENTURE 2
LANGUAGE ARTS

CONTENTS

DRAMA WRITING

AN OLD TIME RADIO PLAY

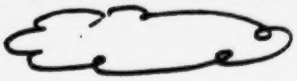
WRITE YOUR OWN PLAY

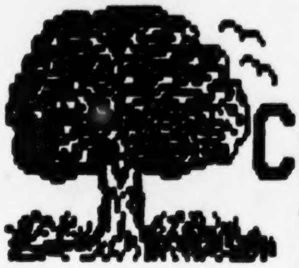


A COMIC PLAY

A DRAMATIC PLAY

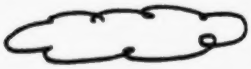
5-(4)-(4)WINTER

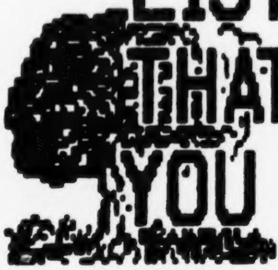




CREATIVE WRITING IN ADVENTURE 2

BRAINSTORMING



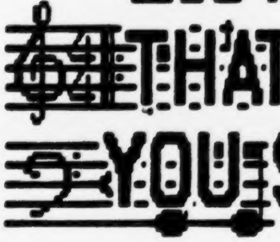


LIST 10 WORDS OR MORE THAT YOU THINK OF WHEN YOU SEE THE WORD TREE.

NOW WRITE A STORY THAT USES THE 10 WORDS. USE WRITING PAPER.

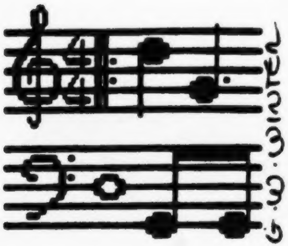
CREATIVE WRITING
WRITE A STORY

BRAINSTORMING



LIST 10 WORDS OR MORE
THAT YOU THINK OF WHEN
YOU SEE THE WORD SCORE.

NOW WRITE A STORY THAT
USES THE 10 WORDS. USE
WRITING PAPER.



CREATIVE WRITING ADVENTURE 2

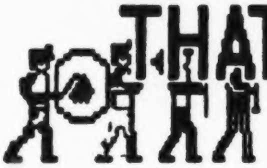
BRAINSTORMING A STORY

LIST 10 WORDS OR MORE THAT YOU THINK OF WHEN YOU SEE GUITAR.

NOW WRITE A STORY THAT USES THE 10 WORDS. USE WRITING PAPER.

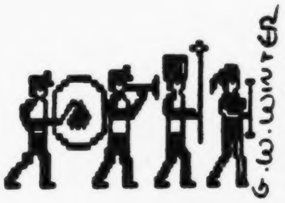
CREATIVE WRITING ADVENTURE 2

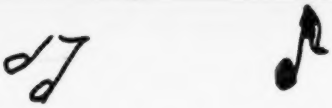
BRAINSTORMING A STORY

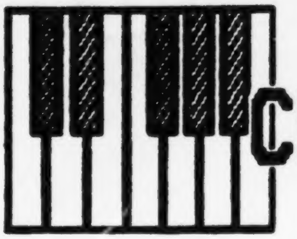


LIST 10 WORDS OR MORE THAT YOU THINK OF WHEN YOU SEE A BAND.

NOW WRITE A STORY THAT USES THE 10 WORDS. USE WRITING PAPER.

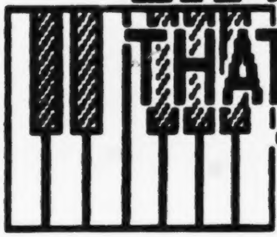






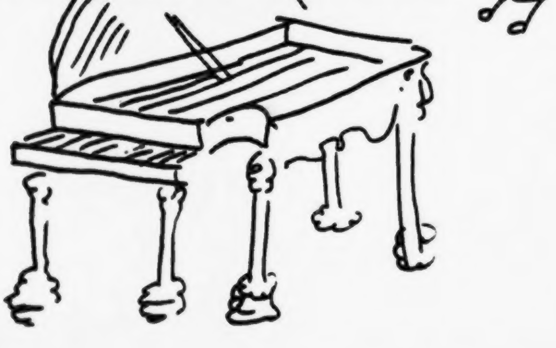
CREATIVE WRITING ADVENTURE 2

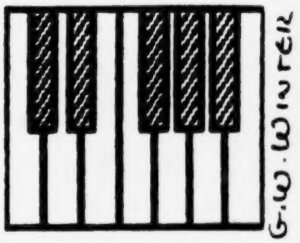
BRAINSTORMING A STORY

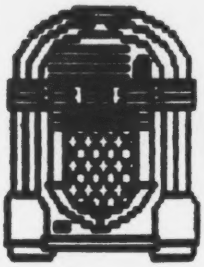


LIST 10 WORDS OR MORE THAT YOU THINK OF WHEN YOU SEE A PIANO.

NOW WRITE A STORY THAT USES THE 10 WORDS. USE WRITING PAPER.





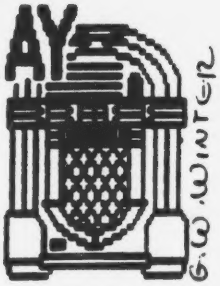


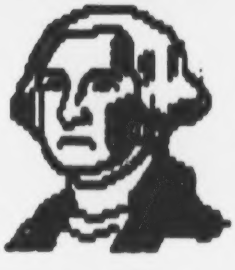
CREATIVE WRITING ADVENTURE 2

BRAINSTORMING A STORY

LIST 10 WORDS OR MORE THAT YOU THINK OF WHEN YOU SEE A JUKEBOX.

NOW WRITE A STORY THAT USES THE 10 WORDS. USE WRITING PAPER. LIST 5 SONGS YOU WOULD PLAY ON THE JUKEBOX.



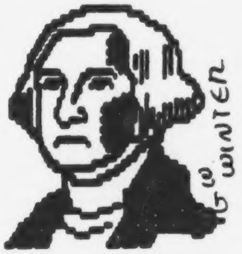


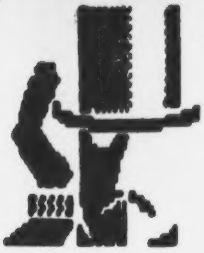
STORY STARTERS
ADVENTURE 2

LIST ALL THE THINGS YOU
CAN THINK ABOUT JULY 4.

SOME VERY WELL KNOWN
PATRIOTIC MEN FROM THE
1776 HISTORY PAGES

HOW IS HISTORY LIKE A
LAME DUCK?



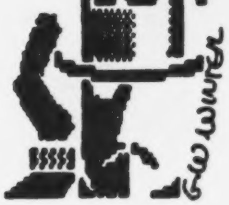


DRAMA WRITING

DRAMA IS AN ART FORM THAT TELLS A STORY IN ACTION AND SPEECH.MOST DRAMA IS PERFORMED BY ACTORS THAT ARE PLAYING THE CHARACTERS BEFORE AN AUDIENCE IN A PLACE (THEATER) WHERE OTHERS WATCH AND LISTEN. ALTHOUGH DRAMA IS A FORM OF LITERATURE, IT DIFFERS FROM A NOVEL.

DRAMA WRITING

A NOVEL TELLS ITS STORY INVOLVING CHARACTERS ON A PRINTED PAGE. A NOVEL TELLS ITS STORY THROUGH DIALOGUE (SOME PEOPLE TALKING) AND NARRATIVE (A TALE: A DETAILED STORY OR EVENT). DRAMA ACHIEVES ITS GREATEST EFFECT WHEN IT IS PERFORMED LIVE IN A THEATER.



DRAMA WRITING

THEN WE COULD SAY THAT THE BASIC DIFFERENCE BETWEEN DRAMA AND A NOVEL IS THE WAY IT IS PRESENTED TO THE PUBLIC. A NOVEL IS PRESENTED IN A BOOK, AND A DRAMA IS PRESENTED ON STAGE BEFORE THE PUBLIC (PEOPLE) SOME PEOPLE BELIEVE THAT DRAMA GREW FROM MAN'S LOVE OF STORYTELLING.

G.W.WINTER

FORMS OF DRAMA

MOST PLAYS ARE EITHER TRAGEDY (SERIOUS) OR COMEDY (FUNNY) OR A COMBINATION OF THE TWO. MELODRAMA INVOLVES A VILLAIN (BAD PERSON) AND OUR HERO (GOOD PERSON).

MOST DRAMAS HAVE A:

PLOT (A STORY SUMMARY). A SERIES OF EVENTS, THE CHARACTERS (PLAY PARTS)

A THEME (WHAT IS MAIN I) IDEA. What the writer wants the person that views the play to remember the most about it.

Directions: On the next page are some story starters for plays. Try your hand at writing plays for production (act out in front of people).

DRAMA WRITING

Name ______________________________ Date ____________ Age ______

HELPFUL STARTERS:

THE NAME OF MY PLAY IS ______

THE ACTORS ARE: ______

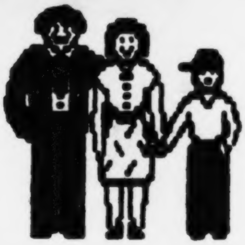
THIS PLAY IS A HAPPY ______ STORY ABOUT A PERSON named ______ YOUR THEME (MAIN IDEA). ______

STORY OPENER: NEAR THE ______ OCEAN I SAW OUR NEW

color name

YELLOW BOAT. I KNEW ______

______ Continue the play.



DRAMA WRITING

Name________________________________ Date________________ Age________

HELPFUL STARTERS:

THE NAME OF MY PLAY IS

____

____

THE ACTORS ARE: ____________

____

____

THIS PLAY IS A SERIOUS________
__________STORY ABOUT A FAMILY______(Continue)
YOUR THEME (MAIN IDEA).

____

____

STORY OPENER: BESIDE A ______
________DARK AMBER LIGHT I READ______
________THE LETTER FROM ____________

____

____

____

____

Continue on you own.

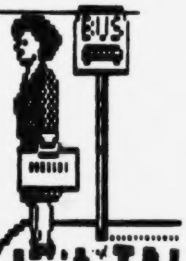
DRAMA WRITING

Name ______________________ Date __________ Age ________

HELPFUL STARTERS:

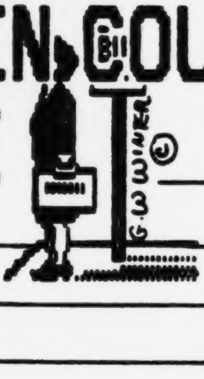
THE NAME OF MY PLAY IS ________________________________

THE ACTORS ARE: ________________________________



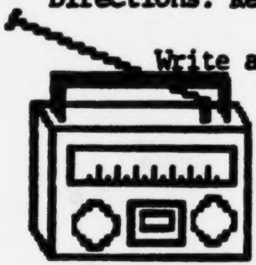
THIS PLAY IS A VERY ____ SAD STORY ABOUT A VILLAIN YOUR THEME (MAIN IDEA).

STORY OPENER: CHAINED ____ IN THE OPEN COURTYARD I where ____ FELT LIKE ________________________________



Continue the play on notebook paper

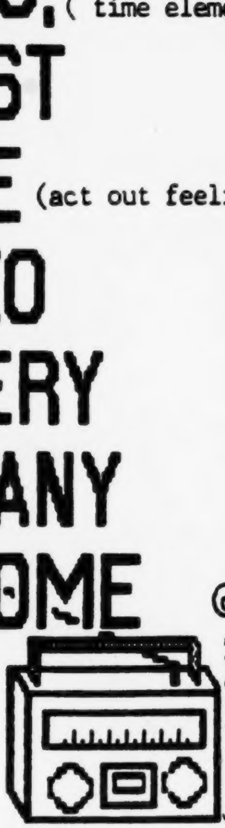
Directions: Read about how to write radio plays. Then decide on a topic. Write a radio play about your favorite book. Tape it and present it.



RADIO PLAYS

One person can play more than one part in a radio play. Change the voice some.

YOU CAN DOUBLE SOME OF THE PARTS IN A RADIO PLAY. RADIO ACTING, AS A SPEECH ACTIVITY, GIVES CHALLENGES IN TIMING, (time element) ENUNCIATION, AND MOST OF ALL, INTERPRETIVE (act out feelings) SKILLS. WRITING RADIO SCRIPTS, CALL FOR VERY PRECISION WRITING.MANY OTHER SKILLS ALSO COME INTO PLAY. Enunciation is saying words in a clear and correct way so people can understand what you are saying.



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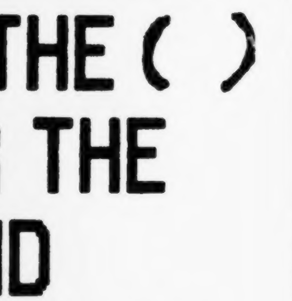
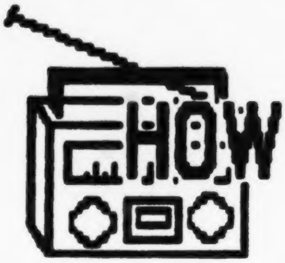
Ask your teacher to help you learn how to use a tape player if you have never used one. There are tapes in the center. Use one side only for yourself. Share the other side with another child.

HOW TO MAKE-A RADIO PLAY

Name ______________________________ Date ____________ Age ______

FIRST YOU MUST WRITE THE SCRIPT FOR THE SOUND TAPE. CHARACTERS' NAMES ARE CAPITALIZED IN THE ( ) PARENTHESES AFTER THE NAME. SECOND, SOUND AND MUSIC DIRECTIONS ARE CAPITALIZED AND UNDER-LINED SO THE ACTORS CAN SEE THEM EASILY. STUDY THE EXAMPLE.

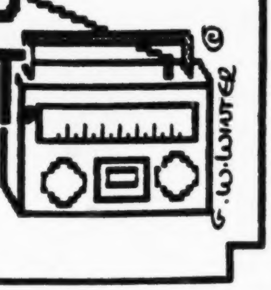




HOW TO MAKE OLD-TIME RADIO PLAYS

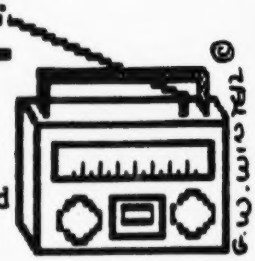
A FEW EXTRA POINTERS

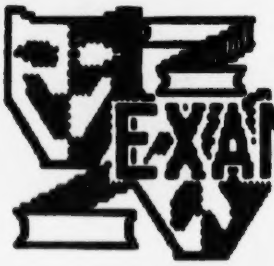
YOU CAN USE RADIO DRAMA IN MANY SUBJECT AREAS. YOU CAN MAKE REPORTS IN ENGLISH CLASS AND ADAPT THE PLAYS OR STORIES FROM YOUR READING BOOK, OR SCIENCE BOOK. COSTS ARE LOW. YOU NEED A SMALL CAST



RADIO PLAYS

RADIO CAN WORK WELL IN SCIENCE CLASS. AS A choice or ALTERNATIVE TO A WRITTEN REPORT, DRAMATIZE A DISCOVERY, OR EXPLAIN (TELL ABOUT) THE WORKINGS OF A REAL HUMAN BODY TAKING THE AUDIENCE ON A TRIP INSIDE THE BODY. ONCE YOU TRY IT, YOU WILL LIKE HOW HISTORY, SCIENCE AND YOU OWN PLAYS COME ALIVE. A taped version of your information can be presented with posters or it can be acted out behind a set up radio stage.





EXAMPLE: SCRIPT WRITING

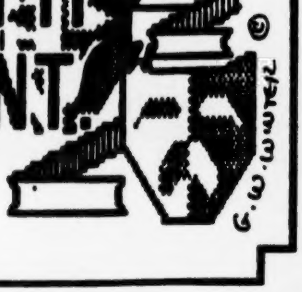
THERE'S A MOUSE IN THE HOUSE.

The story begins on a September evening while the son is doing his homework,and the Brown family is listening to the radio.

MOTHER (SALLY):" LOOK,OH THERE'S A MOUSE IN THE HOUSE (CRASH-BOOM)!

BILLY (JIM BROWN) "LOOK OUT, HERE HE COMES AGAIN (SQUEELING)."

BILLY(JIM): "THAT'S THE MOUSE WE GOT FOR MY SCIENCE EXPERIMENT.



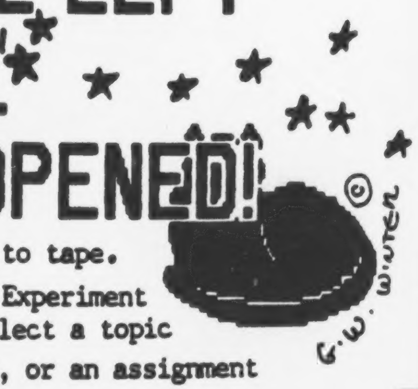
"REMEMBER MOM? YOU
HAD TO GO AND BUY ME
ANOTHER ONE BECAUSE
WE NEVER COULD CATCH
IT AGAIN (THUMP,CRASH)."
MOM (SALLY): "YES, HE
WAS WHITE AND BROWN."
BILLY (JIM):"YES, IT'S THE
SAME MOUSE (SQUILLS)
LOOK,LOOK AT HIS COLOR!
THERE HE GOES AGAIN,HE
RAN BEHIND THE SOFA.
HELP ME CATCH HIM! OH!
THERE HE GOES AGAIN!"

This story ends with the audience not knowing what happened. Write your own ending. Who was at the door? Why was the cat gone? What happened to the mouse? Finish the radio play in your own way.

MOM (SALLY): "HELP,HELP HE IS UNDER THE TABLE NOW!" WATCH HIM RUN.

BILLY (JIM): "OPEN THE DOOR TO THE OUTSIDE! (SLAM ,CRASH, BOOM) HE IS GONE ! WHAT A CHASE!

MOM (SALLY): "WELL NOW, THAT IS THAT. WHAT HAS HAPPENED TO THE CAT? HE SEEMS TO HAVE LEFT WITH THE MOUSE." THEN THE DOOR OPENED!



Directions: Use this play as a starter to learn how to tape. Discover problems you may have when writing a play. Experiment with this play first. Then try writing your own. Select a topic you like. Sports, or your first day at a new school, or an assignment for another class would be great as a topic to write a radio play about.

RADIO PLAY OUTLINE

HELPFUL STARTERS:

THE NAME OF MY PLAY IS

____ You may want to name the play after you have finished writing it. Go on to the characters.

THE ACTORS ARE: __________

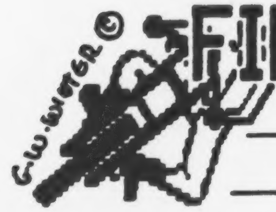
____

____

THIS PLAY IS A SERIOUS AND A FUNNY PLAY. WHAT IS YOUR THEME (MAIN IDEA).

THe main thing I want to talk about is how ______________________

____



STORY OPENER: ON THE FIRST DAY OF THE BIG ____

____

____

____

Continue on your own.

____

This time write a more serious play. One that tells about something that is very important to most people (family, success, wealth, happiness, luck).

RADIO PLAY OUTLINE

by ______________________(you)

HELPFUL STARTERS:

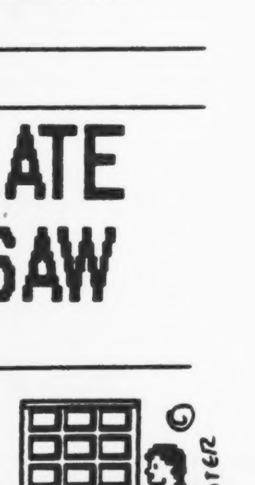
THE NAME OF MY PLAY IS

THE ACTORS ARE: ______

THIS PLAY IS A SPORTS ____ STORY ABOUT A PERSON (continue on ba

YOUR THEME (MAIN IDEA).

STORY OPENER: ONE LATE COLD WINTER DAY, I SAW



Continue on your own on notebook paper.

Directions: Take one of the yellow notes in your center and begin your funny story. This story will be 3 pages long and will be written like you were the clown in the story.

A COMIC PLAY

Name______________________ Date__________ Age__________

HELPFUL STARTERS:

THE NAME OF MY PLAY IS

____

____

THE ACTORS ARE: Me, __________

____

____

THIS PLAY IS A FUNNY STORY ABOUT A CLOWN

______ YOUR THEME (MAIN IDEA).

____

____

STORY OPENER: IN THE ______

______ CANDY STORE I SAW A ______

______ PICTURE OF BIG TOP ______

____

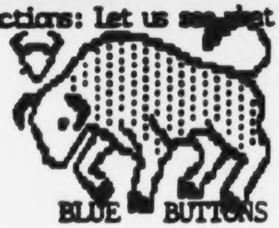
____

____

____

Continue the story on the next page.

Directions: Let us see what a serious play is like by you. Do your very best work now!


BLUE BUTTONS BIG BULL

A SERIOUS PLAY

Name of INDIAN

Name______________________ Date__________ Age________

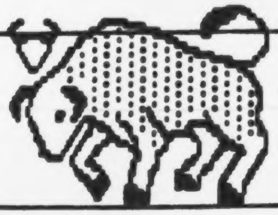
HELPFUL STARTERS:

THE NAME OF MY PLAY IS

THE ACTORS ARE:

THIS PLAY IS ABOUT AN OLD INDIAN SCOUT THAT YOUR THEME (MAIN IDEA).

STORY OPENER: FAR NORTH WHERE THE SNOWS ARE MANY, CHIEF



Continue the story.

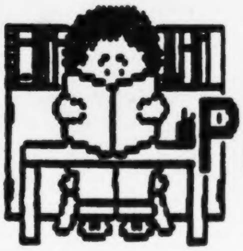
FOR YOUR INFORMATION PLEASE READ:

THE ACTIVITIES IN THIS SECTION ARE A WAY FOR YOU TO APPLY INFORMATION, ANALYZE FACTS, MAKE COMPARISONS, AND DRAW SOME CONCLUSIONS. MAKE SOME PICTURES IN YOUR MIND AND ON YOUR PAPER. LIBRARY SKILLS FORM A BASIS FOR ALL OTHER FORMS OF LEARNING.

FOR YOUR INFORMATION PLEASE READ:

INTRODUCTION TO LITERARY FORMS:

1. FABLE-MAIN CHARACTER IS USUALLY AN ANIMAL WHO ACTS LIKE A HUMAN- A MORAL LESSON IS TOLD.
2. FANTASY- IMAGINATION IS USED, DREAM LIKE
3. FICTION-INCLUDES REALISTIC STORIES, MADE-UP. ALSO PICTURE BOOKS

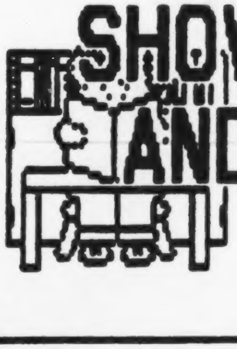


PRIMARY RESEARCH

GETTING STARTED

KOALAS AND KANGAROOS
LET'S FIND OUT ABOUT
MARSUPIALS

1. WHERE DO THEY LIVE?
2. WHAT DO THEY EAT?
3. HOW OLD IS THE BABY WHEN IT IS ON ITS OWN?
4. MAKE A CHART AND SHOW HOW THEY ARE ALIKE AND DIFFERENT.



FIND OUT HOW WYATT EARP WON THE WEST

Name____ Date ______________

SELECT 2 OF THE LIST:

1. DO A RADIO PLAY ABOUT HOW THE WEST WAS WON.

2. WRITE A LETTER TO WYATT AND ASK HIM about LIFE IN THE OLD WEST.

What are some of the important things you would want to know? Use the information from stories of the West.

3. LOOK UP ANOTHER WELL KNOWN PERSON OF THAT DATE (1900'S).

Write a short story about his/her life. What are two famous women from this time (1900's)?

4. Draw a picture of what western towns looked like. Do a clay project of life of that time.

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AN ADVENTURE IN FINDING NEW INFORMATION: LOOK IT UP
USE A REFERENCE BOOK TO FIND THE FOLLOWING INFORMATION.

1. Wyatt Earp's middle name is______________________.
2. He was born in ______________ and was a frontiersman.
3. Two jobs that Mr. Earp had were ____________and ______________.
4. In ___________ he went to Springfield, Montana and joined a surveying party as a buffalo hunter.
5. Wyatt Earp is best remembered as ____________________ of Tombstone, Arizona.

Art activity: Draw the town of Tombstone. Show in the drawing what Wyatt Earp's office must have looked like.

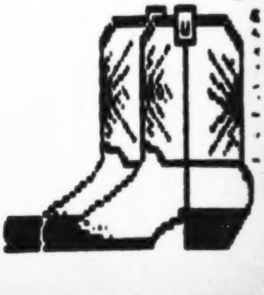
Additional selected activities: (Choice of any two).

a. Write a short story (two or three pages) of the account of the famous battle of O. K. Corral.

b. Select from the list of his friends (Doc Holliday , Bat Masterson) and write a poem that would include these characters.

c. A television series featured these characters. What was the name of the series? Where can you look for this information?

List:
____
1. ______________________
____
2. ______________________
____
3. ______________________



Look for the answers to the following questions. Search for the correct answers, then tell where you found them.

1. Helen Hunt (1830–1885), became known for her efforts to get justice for the American Indians. Look up her life in a reference book. What was the name of the novel she wrote (1884) that was made into a movie? Answer:

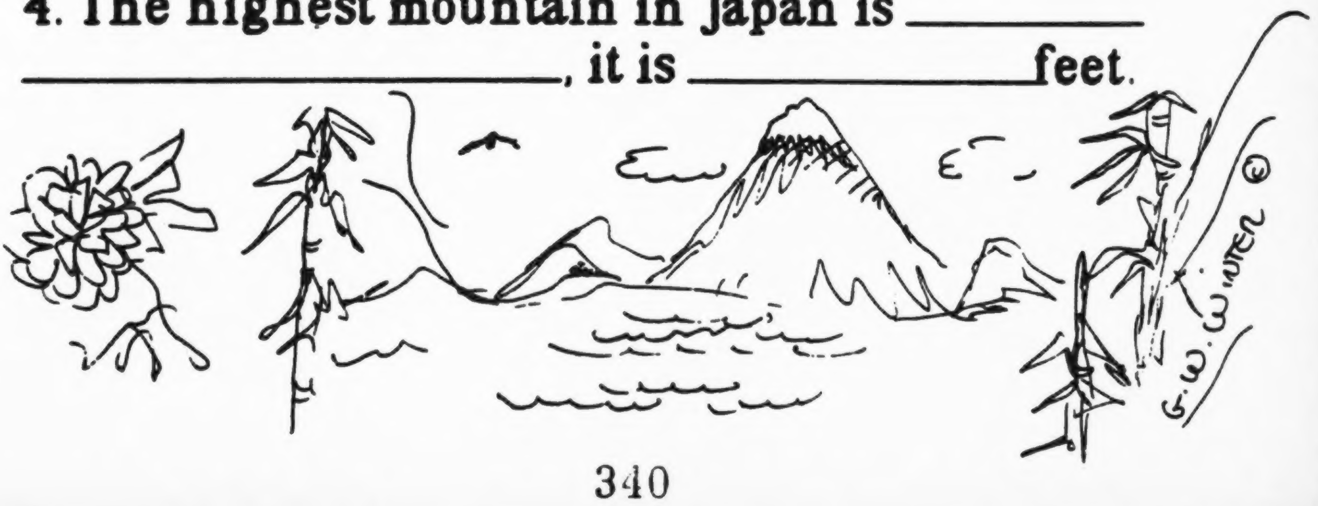
____

List where you found the information.

2. ______________ was the first president born in a log cabin in the Carolinas. He won fame as an Indian fighter and a general in the War of 1812. His nickname was "Old Hickory". Write how and where you found this information.______________________

3. Japan is an island country in the Pacific Ocean. Draw a map of Japan. The capital of Japan is ______________________.

4. The highest mountain in Japan is __________ ______________________, it is ______________ feet.



LOOK FOR THIS INFORMATION -TELL HOW AND WHERE YOU FOUND IT IN YOUR ADVENTURE.

5. Chief Joseph (1840-1904) was a Nez Percé Indian chief. Because of his skillful fighting he became known as

______________________________.

6. ____________________________ the 34th President of the United States. He became the first ____________________President in 20 years. I found this informtion ______________

____

7. Everything is basically electrical. All matter consists of ____________. Each __________ has one or more protons. An electron is a _______________particle of electricity. A protron is a _______________ particle of electricity. I found this information ______________________________.

8. ___________________________showed that lighting is electricity in 1752 by flying a kite in a storm. I found this information in______________________________________

9. ___________________________wrote The Waste Land (1922). I found this in __________

LOOK FOR MORE INFORMATION; Adventure 2

10. The five basic emotions are

________________, ____________

__________, __________, ________________.

List where you found theinformation.

11. An emotional chemical change is caused by the ____________________ gland and the heartbeat increases and blood pressure rises.

I found this information in the ______________________________.

12. Most encyclopedias use one of two basic methods of subject arrangement. These are ____________________ arrangement and ____________________. I found this ______.

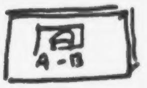
13. The first invaders of England were the ____________. They crossed the English Channel in the 700's B. C. I found this information ____________________.

14. The reprocessing of waste products for reuse is called ____________________. I found this information ________________.

15. A epitaph is ____________________

____________________. I found this information in ______________________________

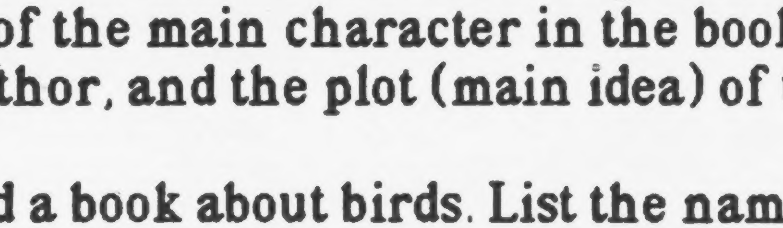
USE THE CARD CATALOG: FIND YOUR SUBJECTS JUST BY LOOKING -REPLACE ITEMS



USE THE CARD CATALOG!

1. Find the January issue of the Cricket magazine. Write up your favorite story.
2. Find a cook book for children. Select a receipe, copy it down, and make it at home. Get your mother 's permission first, of course.
3. Find an almanac.
4. Find a biography about a famous woman.
5. Find an atlas. Find the population of N.Y. city.

6. Find a fiction book about a dog. Write the name of the main character in the book. List the author, and the plot (main idea) of the book.
7. Find a book about birds. List the name of the book, and the author. What bird did you think was the strongest or most beautiful? Why.
8. Find an easy book you could read to a younger child. Name the book, write it over in your own words. Why did you select this book?
9. Select a book about a famous painting. Write why the painting is so well known. Draw it.



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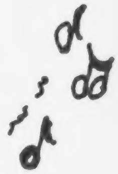
Directions: Select 10 of the following questions to answer. The answers can be researched from reference books or you can interview musicians in your area. Some music teachers or resource people (parents of children in your school may be experts). Part 2. Plan to present your finding (share) in the form of a product (art, tape recording, poem, or creative writing).

How Jazz Was Born: Music in America

Jazz has been called the only art form to be born in the United States of America. Jazz is a type of music that is unusual in its use of improvisation (created on the spot). Answers to these questions are included at the end of this section. The * of the answer is not given here.

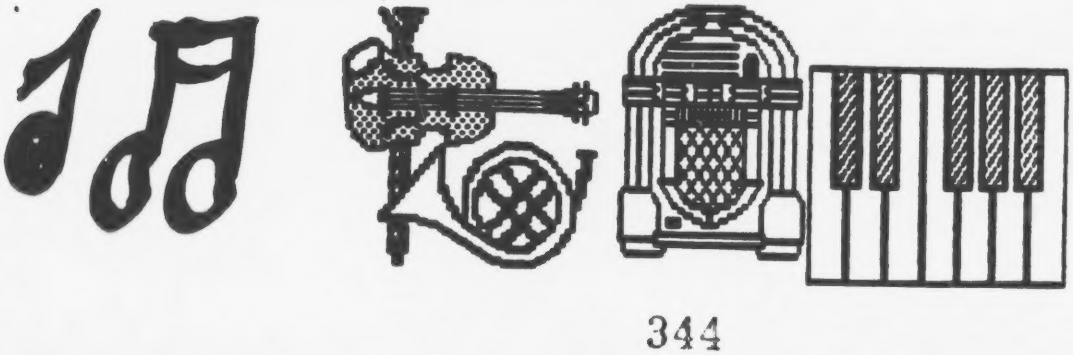
Look up jazz in a research book. Try to find the correct answers to the questions asked.

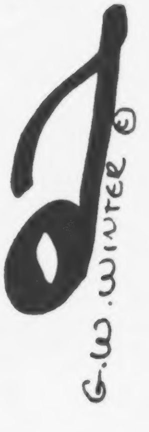


1. In the beginning of jazz in the U.S. A. in the early ________(year) , the cradle of jazz is sometimes referred (city) to as ________________________________.

2. Much of the early music that developed into jazz was played formally at ________________ (a social function).

3. Ragtime (an energetic style) was the first organized music to become part of ______________(a musical form).

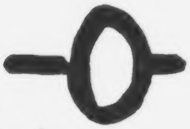




4. The best-known ragtime composer and piano player was ______________________(S. J.)
He wrote Maple Leaf Rag in __________(date).

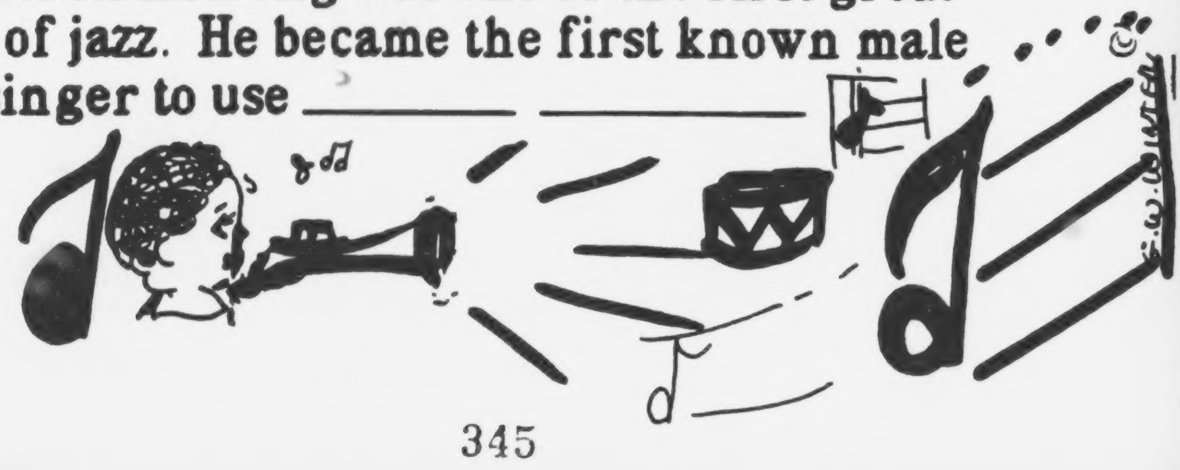
5. Brass band played music similar to jazz in street parades and funeral processions. Blues became widely known after W. C. Handy wrote down some of the songs he heard touring the South as band leader. He composed the first blues numbers ____________(1912) and ______________(1914).

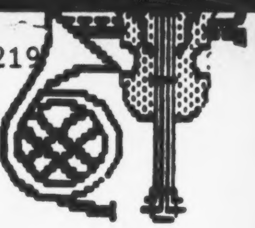
6. Two characteristics of jazz are ______________(sung or played a quarter or half note flat), and ____________________ (the musician shifts or anticipates the accent to a normally unaccented beat.



7. Mamie Smith recorded Crazy Blues in ____(date) and became the first successfful Black blues singer.

8. Louis Armstrong was one of the first great stars of jazz. He became the first known male jazz singer to use _______ _________





(singing meaningless syllable in place of words).

9. Duke Ellington formed his first jazz group in 1920 and played at the Cotton Club in ______________________ in 1927.

10. Jazz took its next important step in 1932 when ______________________ recorded **It Don't Mean a Thing If It Ain't Got That Swing.**

11. **The Swing ERA** began when Fletcher Henderson's arrangements, and Benny Goodman became know as the ________ of ________.

12. Boogie-Woogie was another jazz form that became popular during ________(date). Chiefly a piano style, it featured music with ________beats to the bar instead of 4.

13. **Bop** started in the early 1940's when musicians began to explore more complicated chord patterns. **Bebop** or **bop** made popular by trumpeter Dizzy Gillespie, is distinguished by ______________________________.

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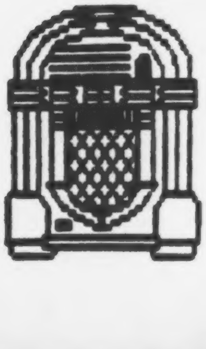


14. Duke Ellington and other big band leaders organized a series of nation-wide tours called

____.

15. Modern jazz players of today use an electronic musical instrument called a

___________________________________.

*16. What direction do you think that jazz will take in the future? What do you base your ideas on?

Has jazz influenced other forms of music (rock,country, popular- top 20)?

17.Billie Holiday and Ella Fitzgerald are know as ____________________________(performers)

*18. Make a time chart on the history of jazz music in U.S.A. Show the time when jazz was popular.

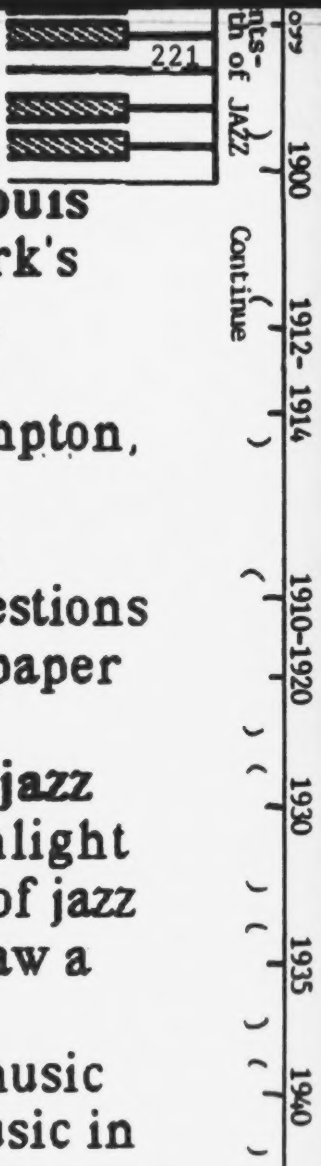
Musical Helping Hands: LOOK BELOW

Look For the Answers : Then check with the answers that follow:

Look up some of these names as helpers*

____

Jass or Jazz, funeral, scat singing,* Scott Joplin, the King of Swing, 1899, 1920, New

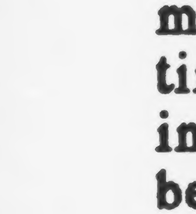


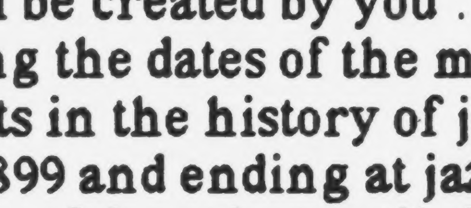
Orleans, "Jelly Roll" Morton, **blue note, Memphis Blues**, *Duke Ellington, St. Louis **Blues**, improvised, syncopation, New York's Harlem, eight, "blue note", jazz vocalists, dazzling musical phrases, Jazz at the Philharmonic, vibraharpist* Lionel Hampton, 1930's, synthesizer.

Questions number-16 and 18 are not included in this answer form. These questions will need to be studied and an in- depth paper could be written on question 16.

Question number-18 is **a time line of jazz (jass) music** and each date should highlight outstanding great events in the history of jazz music. This will be created by you . Draw a time line, putting the dates of the most important events in the history of jazz music beginning at 1899 and ending at jazz music in the United States of America until 1987 .

A special events day could be planned by your group to present the history of jazz music to the class. Each member of the group may want to present a musical play that tells about the important people and music in jazz. You could dress up like the performers in the old days and tape some of the real music.





Based on Bloom's Taxonomy of Educational Objectives (Bloom, 1984).

Examples: **KNOWLEDGE**

List ten dinosaurs by name. **Match** the drawings of dinosaurs with the names. **Where** did dinosaurs live?

Examples: **COMPREHENSION**

Reword the Bill of Rights to show that you understand them.

Explain how the federal government operates.

Retell the story of how the West was won.

Examples: **APPLICATION**

Interview the governor of your state.

Put together a new plan for the school building.

Put into action the new emergency telephone system.

Examples: **ANALYSIS**

Break down the solution into its parts.

Analyze the results of the contents.

Inspect the eggs for spoilage.

Examples: **SYNTHESIS**

Create a new car design for 1988.

Invent a way to increase the speed of sound.

Construct a new road that will elimate crossing the river.

Examples: **EVALUATE**

Rate the poster design in your textbook.

Judge the flower arrangement for our project.

Justify why you decided to color the tree purple.

All of the above examples will help you understand the different level of learning .

Following this lesson , questions that help you learn about the different levels of thinking will be explored. You will begin to understand while you are working with these assignments.

Assignment Selection: Decide on 5 of the following activities. Write these on your contract for this center (see extra contract forms in the yellow color coded file).

Turn to the next page for your assignments. Each assignment will be designated by the thinking skills level.

* Easier

Thinking Skill Assignments : Select the assignments that you would like to complete. You must select at least 5 of these assignments.

* 1. Discover for yourself what incident started World War II (analysis). Write your answers in your notebook.

2. Retell in your own words the story of the beginning of that war (comprehension).

* 3. Create a map of Europe and color- code in yellow the allies of the United States (synthesis).

4. Assess the position of the United States at the end of World War II (evaluate). How well did the president tie up the loose ends of the war?

* 5. Name the branches of the U. S. Armed forces during World War II (knowledge).

6. After reading about World War II predict what World War III would be like (synthesis).

7. Idenfity two of the famous generals that served the United States during World War II (knowledge).

* 8. Outline the major events in World War II (comprehension).

9. Compare the military tatics of Hitler with those practiced by the United States during World War II (analysis).

* 10. Where did the United States forces land on D-day (knowledge).

Directions: Select a topic you want to explore. Make up ten questions from the 6 thinking skills of knowledge, comprehension, application, analysis, snythesis and evaluation. Use the examples to help you. Design your lesson to allow you to learn about the things you would like .

Circle the topics that you like below.

TOPIC SELECTION : Helping you select

Mythology Famous Black Poets
P. T. Barnum's Circus The Statue of Liberty
Aviation The Shawnee Indians The Tomb
of Tutankahmen James Naismith
World War I Elijah Lovejoy Transistors
John Newbery **Stone Soup, -**The Children's
Art Foundation **Freebies Magazine**
Four Freedoms Speech 1941 Judy Blume
John Glenn Orbits the Earth, 1962 Leap Year
William F. Cody Alamo Day Peter Pan
Edwin Forrest Albert Einstein Sally Ride
Molly Pitcher Lucretia Mott The Major
Nuclear Accident: Three Mile Island,
Pennsylvania in 1979. Pearl Bailey
Solar Power Jackie Robinson L. Frank Baum
Mount St. Helens Erupts Scott O'Dell
Brooklyn Bridge Archaeological Society

Directions: Now is the time to use all the skills you have learned in this center. Start with this play. Write the best story you have ever written now!

WRITE YOUR OWN PLAY

Name______________________Date______________________Age__________

HELPFUL STARTERS:

THE NAME OF MY PLAY IS

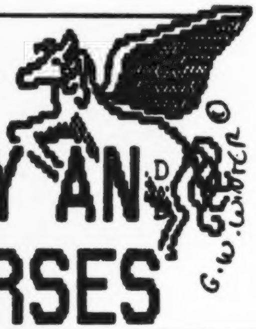
____

____

THE ACTORS ARE: ______________

____

____



THIS PLAY IS A HAPPY AND SAD STORY ABOUT HORSES______ YOUR THEME (MAIN IDEA).

____

____

______STORY OPENER: ACROSS FARMER HARPER'S FIELD I COULD SEE THE YELLOW

____

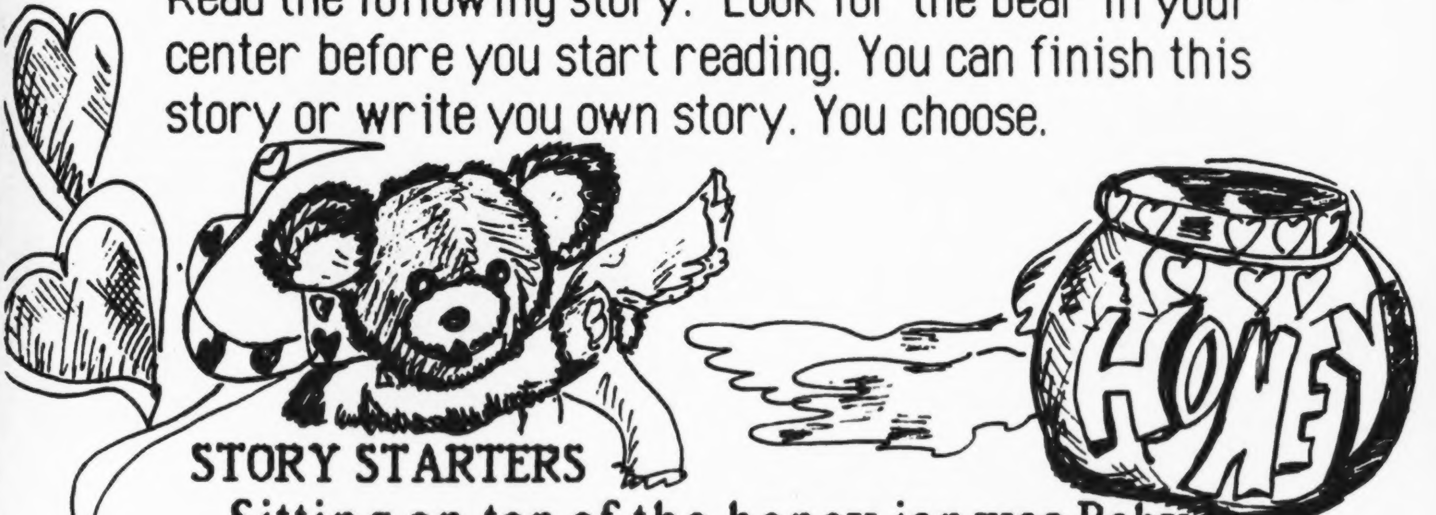
____

____

____

Language Arts: Adventure 2

Read the following story. Look for the bear in your center before you start reading. You can finish this story or write you own story. You choose.



STORY STARTERS

Sitting on top of the honey jar was Baby Bear Sweetheart's idea of fun. His mother always knew where to find him during any crisis. There he was, just as Mother Bear thought. Right on top of the honey jar with that clean yellow blanket.

Inside the blanket he had a note from his Grandmother Bear that lived in the city. The note started out: Dear Baby Bear Sweetheart,

I am writing you this note to invite you to come and visit me in the city. Write soon.

Love Grandmother Sweet

Finish the story. Try and help keep the bear clean.

Grandmother
Let's Be Pals

G. W. WINTER '87

GLASS: Interdisciplinary Strategies for Teaching Second-Grade Gifted Children In the Regular Classroom

by

Gwen W. Winter

Cluster 19

Vol. 2 is submitted as part of
A Practicum II Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova University

1988

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2. Basic Art Skills
3. Basic Shapes
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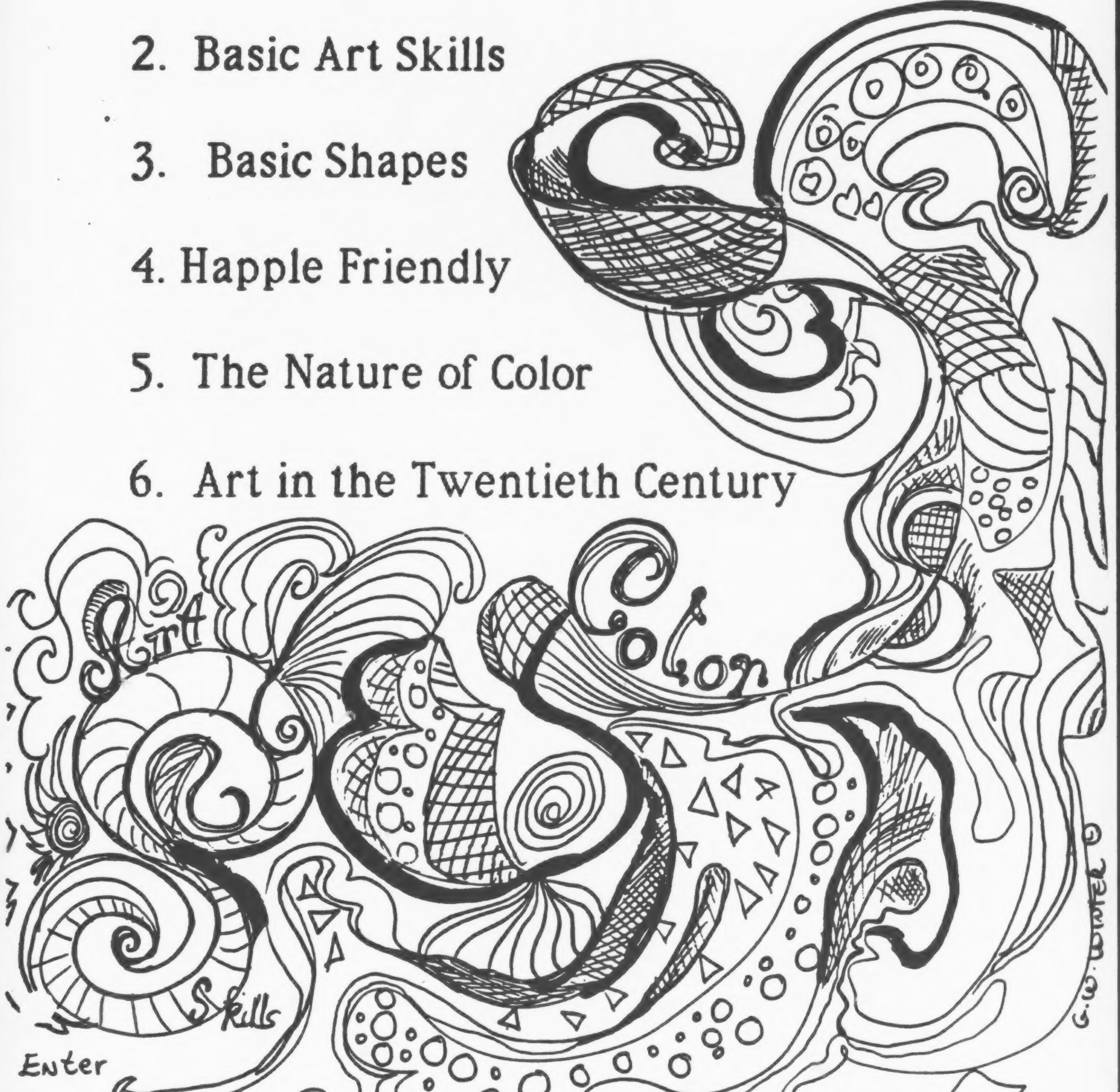
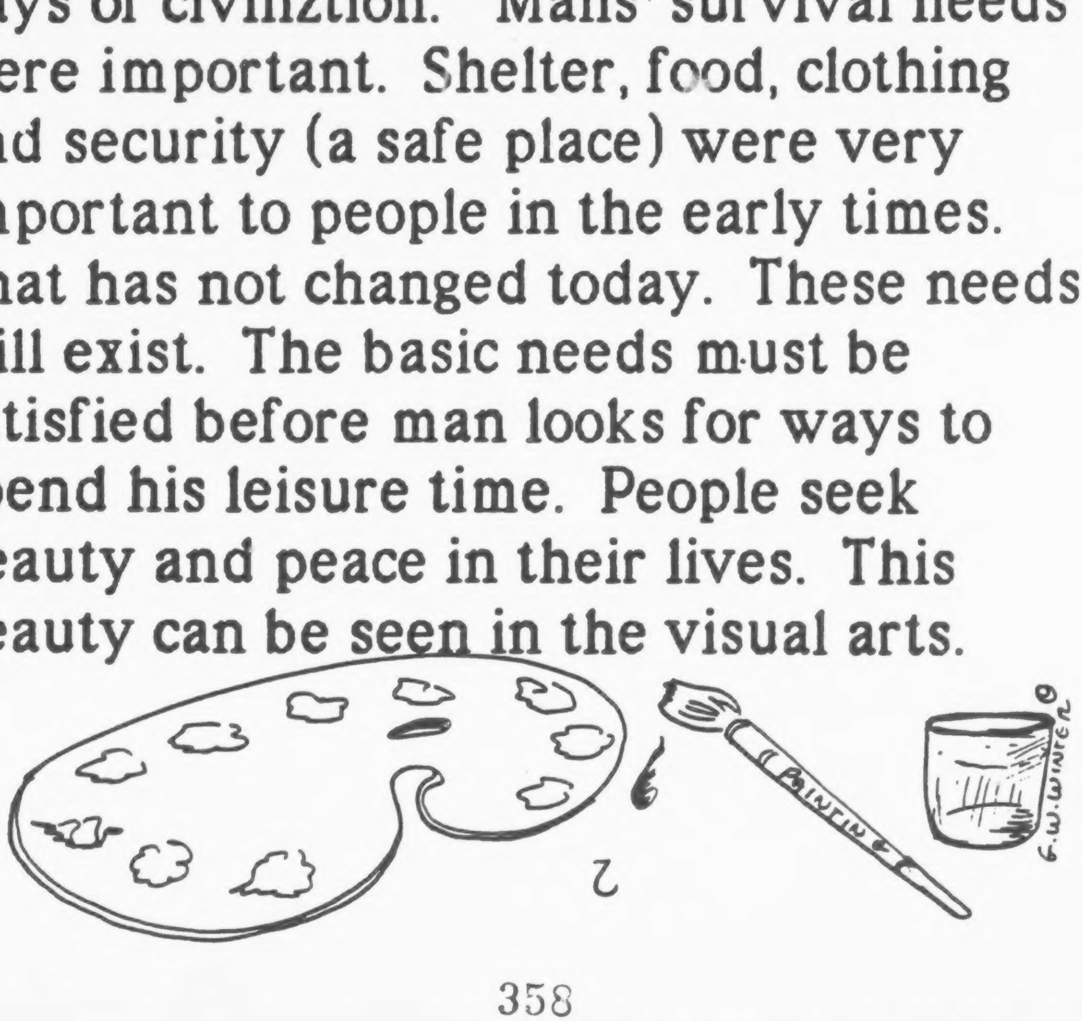
6. Art in the Twentieth Century


Art
Color
Skills
Enter
EXIT
G.W. WINTER ©

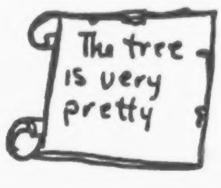
Adventure 3: The Art Learning-Center

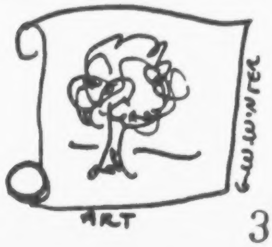
Would you like to be an artist? An artist in the visual arts (what you can see) has contributed many beautiful and useful things to enhance our lives. Artists design the clothes, furniture, cars and homes that we live in. The designer and artist has been recording the history in pictures (form) since the beginning of time. Looking on the walls in caves of long ago depict what life was like in the early days of civiliztion. Man's survival needs were important. Shelter, food, clothing and security (a safe place) were very important to people in the early times. That has not changed today. These needs still exist. The basic needs must be satisfied before man looks for ways to spend his leisure time. People seek beauty and peace in their lives. This beauty can be seen in the visual arts.

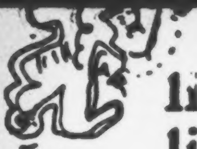


Art Learning-Center: Adventure 3

Learning about art is like other forms of learning. There are five tools of the artists. An artist uses line, shape, space, texture and color. These art elements are necessary in order for the artist to express themselves. A famous artist's work is valued and viewed by people all over the world. The way art becomes valued is that it stands the test of time. Art is a universal language. People all over the world understand the message of graphic art. Like an author the artist has a message (a story) they want to express. The artist puts the message on canvas or in a piece of sculpture. They make a statement about something that is meaningful to them, just like an author. Sometimes, the artist, like the author, just wants to paint something just for enjoyment. Then the artist makes the works funny and dream-like. Sometimes we read a book just for enjoyment. Some times we read because we want to find out specific information or a fact. Artists are the same. They paint for different reasons. Each work of art should be valued and judged on its own merits (quality). Literature is judged on its own merits. The one difference in literature and art is that art is a graphic and visual experience and



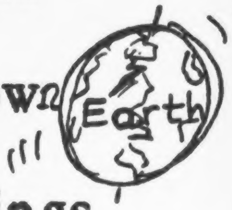


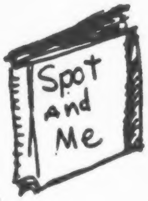


4

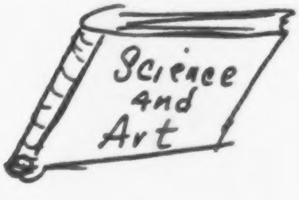
literature is written words. Both art and literature deal in symbols. Pictures in art stand for things, and words in literature stand for things. The artist makes a story in pictures(The writer makes a story in words (see a tree, person, yike

Paintings become famous when they stand the test of time. Leonardo da Vinci (1452-1519)painted two of the most well known paintings. The Mona Lisa and The Last Supper rank among the most famous paintings of the world. They have stood the test of time. If you ever see one of these paintings,you will never forget them. You will recognize the picture each time you see it. The power of a visual of this type is hard to imagine. The message (story) that one picture tells is more than 1,000 words that you have read in a book. Some people look at paintings in a museum and enjoy the adventure just as much as if they were seeing the real thing. The human mind is interesting. It can record the image of the painting and you will never forget it. When you look at a great work of art the image of that powerful (image) graphic will remain forever in your mind. When you read a book, you may remember most of the story, but you will not





CEREBRUM
SPEECH
SIGHT
cereb
um



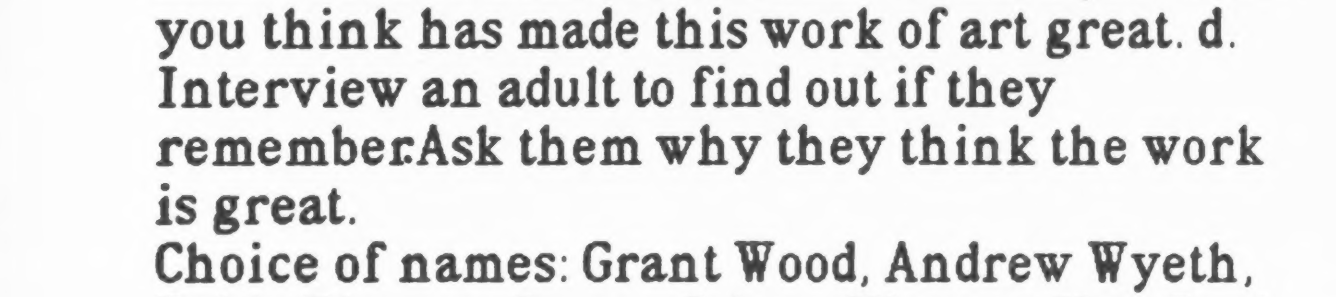
remember the entire book, word for word. Go to a museum in your community. Look around the building and see (view) all of the work that is there. What message is the artist or the design trying to tell you?

Select three of the following five activities for this center. Complete the contract form in the center and get ready for a great adventure in the world of visual art.

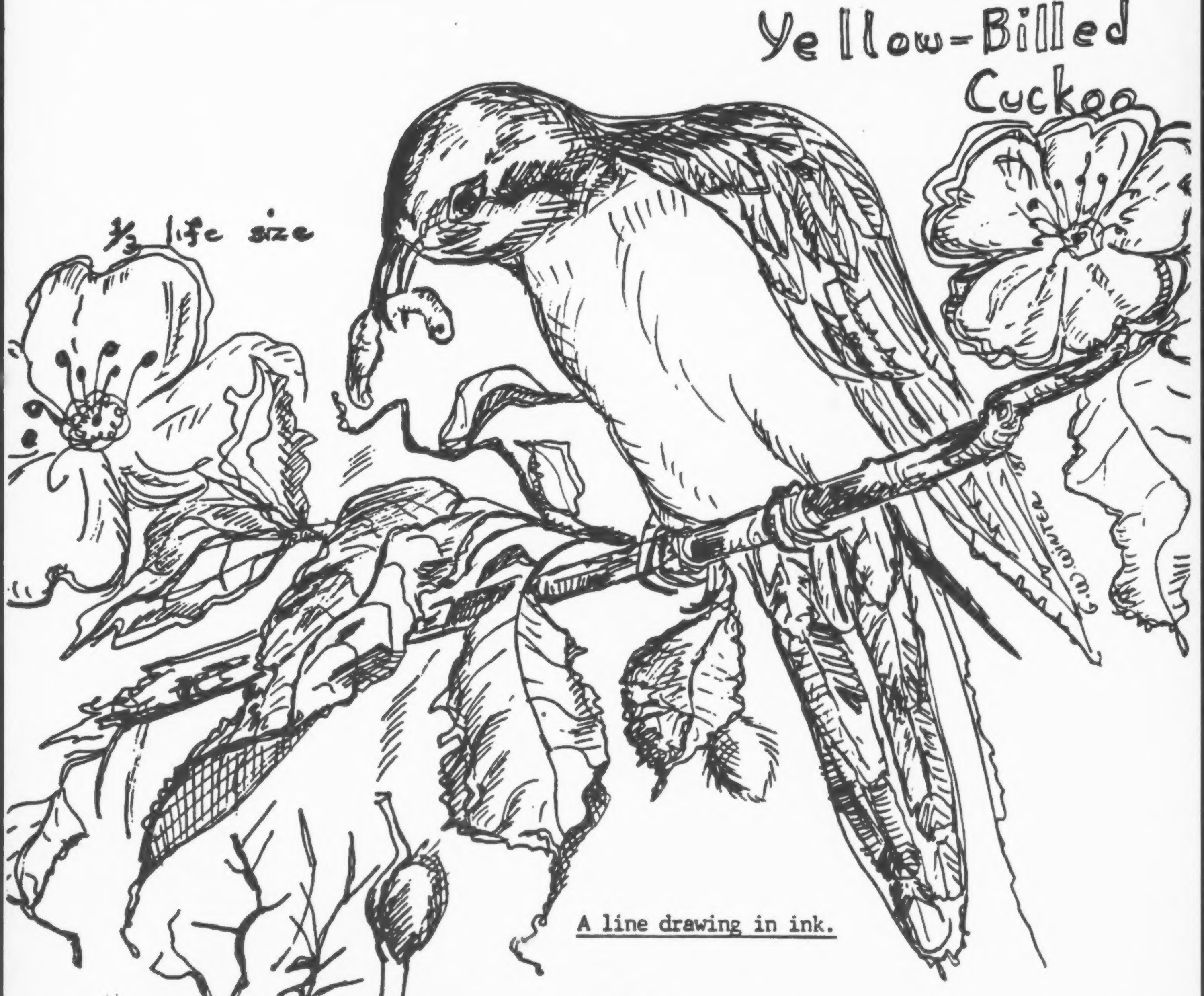
Assignment 1:

Look up in a (reference) book one of the following artist. a. Tell the name of the works that have stood the test of time. b. Write what media (oil, ink, pencil, watercolor) that the artist used to make this work. c. Analyze what you think has made this work of art great. d. Interview an adult to find out if they remember. Ask them why they think the work is great.

Choice of names: Grant Wood, Andrew Wyeth, Pablo Picasso, Jasper Johns, Vincent Van Gogh, Henri Rousseau, Henri Matisse, Buonarroti Michelangelo, Piet Mondrian, Claude Monet, Leonardo da Vinci, Paul Klee, Thomas Gainsborough , Salvador Dali, Willem de Kooning, Paul Cezanne, Mary Cassatt, John



James Audubon. These names of famous artists open up for you a new adventure in the world of art. You have the opportunity to get to know these people. They are worthy of your time. Their works have stood that all important test of time. You can read (look at their work) and just in a glance see the message they may have hidden in their picture (treasure).


Yellow-Billed Cuckoo
1/3 life size
G.W. Winter

A line drawing in ink.

Assignment 2: Look back at the names in assignment one. You may want to make a booklet of famous artists like you made the animal footprint book. You may want to select a particular time (period of art) that you want to write about. Example: Early American Artists from 1880 until 1910. You can illustrate some of the works by drawing them in your book. You may be able to copy pictures (of them) and give credit to the artist and tell where the pictures are hanging now. Most of the famous works are in museums. Some famous works are in private collections. They belong to just one person.

a. A book on famous artists and their paintings would be fun. Name it, and begin your adventure in learning about the wonderful world of art. You may want to add other artists to the list.

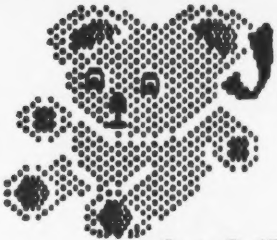
b. Define the name of the period (time) that the artist produced work (1900-1920).

c. Look up: — the social life of the time and what other important events were happening at that time.

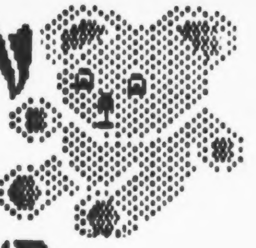
d. Show what kind of clothing people wore in that day.

e. Design a cover and write a contents page for your book.

Art:
1880-
1900
Name: Ae



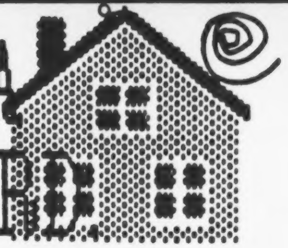
JUST FOR FUN



#3

WRITE A LETTER TO THE BEAR. BARE ALL YOUR PROBLEMS TO HIM AND CRY ON HIS SHOULDER. THEN MAKE A BEAR OUT OF CLAY. HOW DO YOU FEEL? ART IS A GOOD PLACE TO GET YOUR FEELINGS OUT.

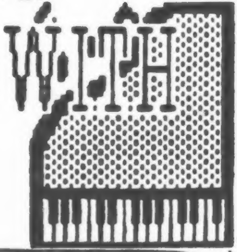
© G.W.Winter



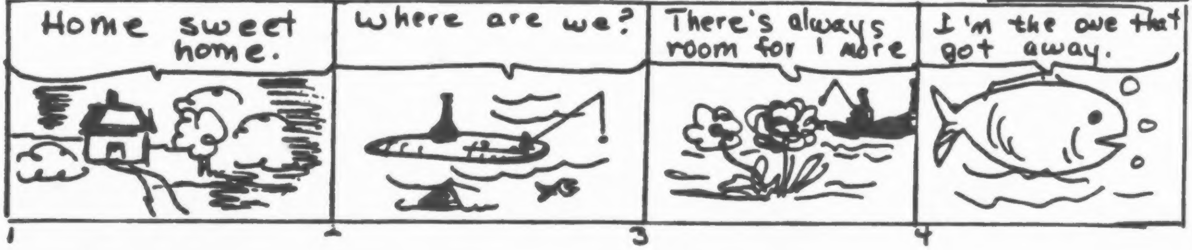
ASSIGNMENT: #4 DRAW A 4-SERIES STORY-BOARD. JUST LIKE CARTOONS.

SHOW CHILDREN PLAYING AND A BOY HAS JUST THIS MOMENT BROKEN HIS ARM IN THE GAME. SHOW IN THE PICTURE THAT THE BOY IS NOT GOING TO BE ABLE TO WALK ALONE. COLOR WITH MARKERS. NAME THE DRAWING SHARE THE DRAWINGS WITH SOMEONE SPECIAL.

Give the series a title.

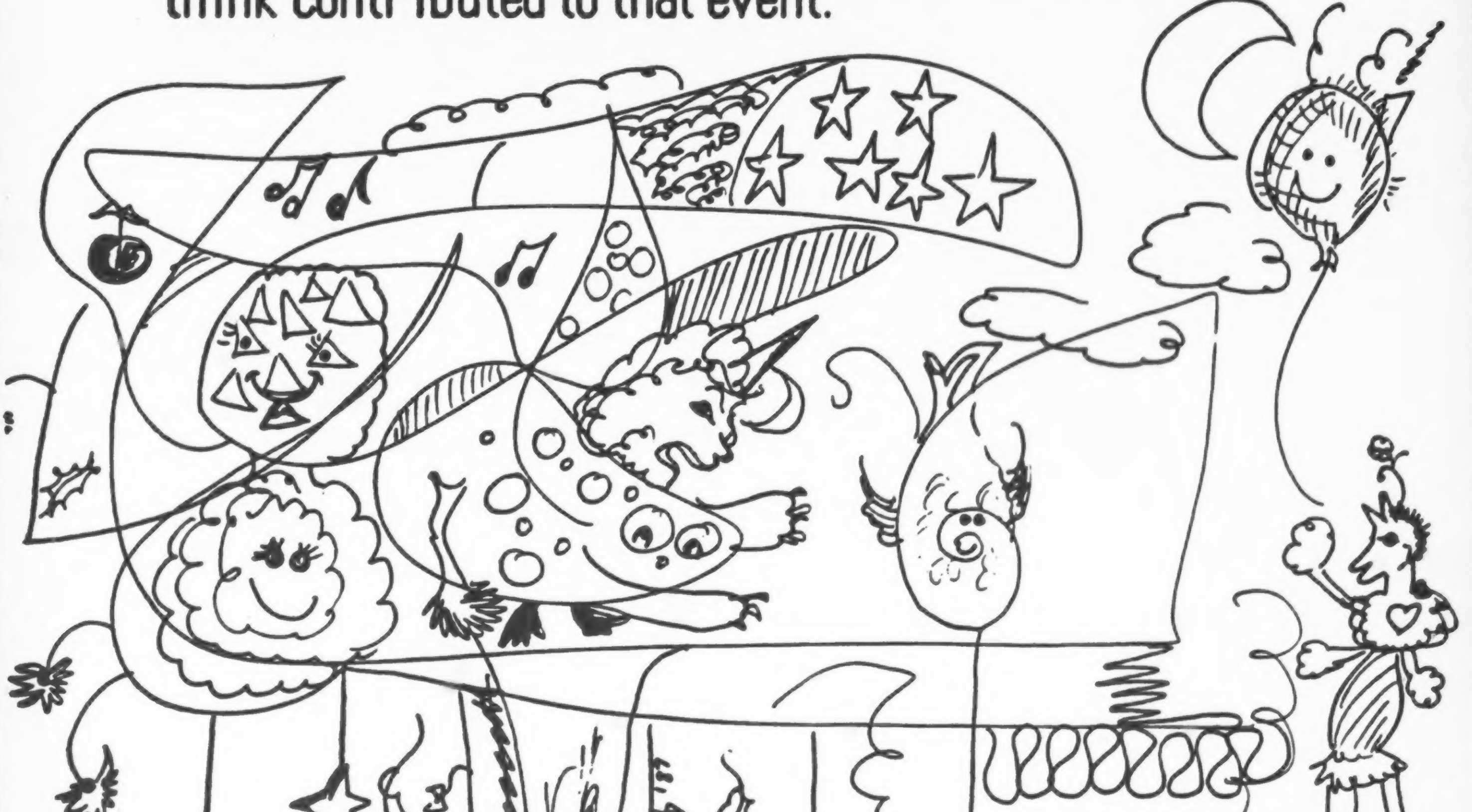


G.W. Winter '87


Home sweet home.
Where are we?
There's always room for 1 more
I'm the one that got away.
1
2
3
4

Assignment 5:

If you could be a famous artist, which artist would you select to be? a. Why did you select this particular person? b. Write a short story about their life. c. Include a bried history of the social climate (what living in that time was like). Tell about how the person became famous and what you think contributed to that event.



What do you see in this picture? This is a dream-world.

ASSIGNMENT:
SIX

"WORKING WITH CLAY"

MAKE AN ANIMAL THAT HAS THE HEAD OF A DUCK, THE FEET OF A TREE, THE EYES OF A MAN, THE EARS OF AN ELEPHANT AND THE BODY OF A LION.

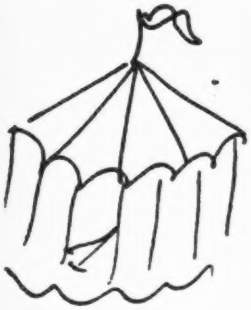
NAME IT. WRITE A POEM AND NAME THE ANIMAL IN THE POEM THAT DESCRIBES THE PHYSICAL CHARACTERISTICS OF THE ANIMAL.

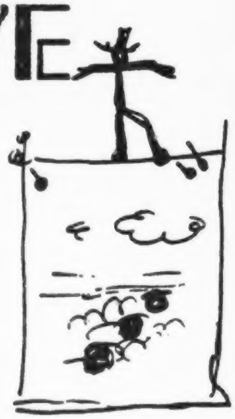
ASSIGNMENT:#7 DRAW A PICTURE OF A LADY THAT HAS WORKED HARD ALL WEEK AND SHE IS TIRED. WHAT ELSE CAN YOU TELL ABOUT THE FAMILY OF THE LADY? WHERE IS SHE LIVING? IS HER HOUSE LARGE?

1: COLOR THE PICTURE

2. WRITE A CAPTION.

GET YOUR PEN AND INK. DRAW A VERY FANCY, DRAWING OF THE CIRCUS. SHOW HOW THE PEOPLE IN A CIRCUS LIVE. BE SURE TO INCLUDE THE CHILDREN IN the PICTURE THAT LIVE THERE. HOW DO GO TO SCHOOL?



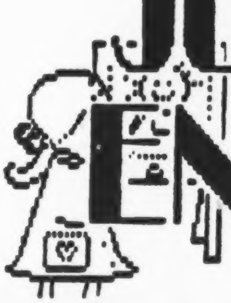


SHARE THE ART WITH SOMEONE SPECIAL.

LET'S PAINT

1. SELECT A TOPIC TO PAINT.
2. DRAW YOUR DESIGN WITH YOUR PENCIL.
3. SELECT THE MEDIUM OF ART JUST FOR FUN.

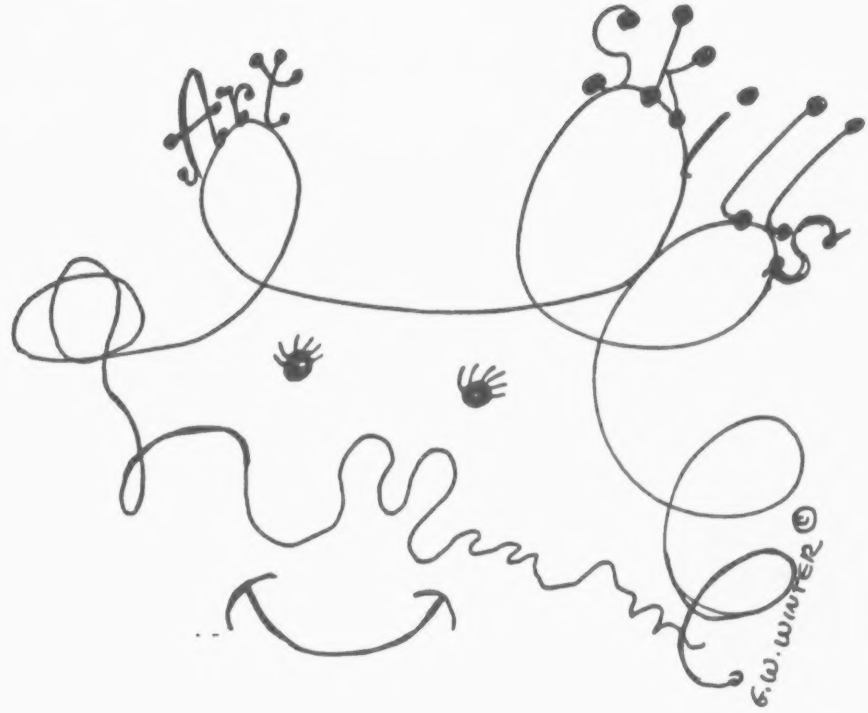
ENJOY WORKING.



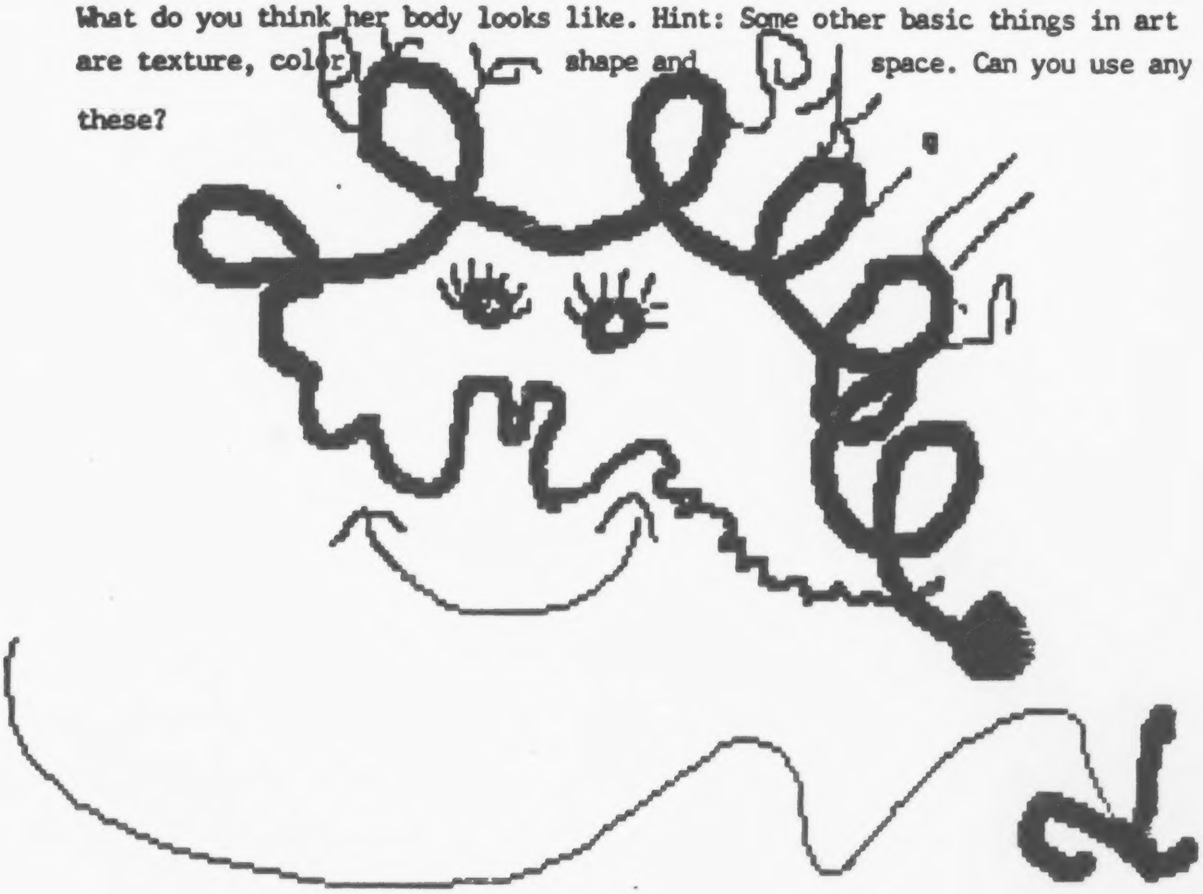
Basic Art Skills and YOU

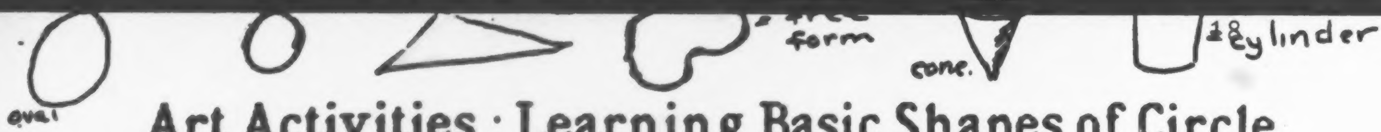
G.W.WINTER

Line, Shape, Space, Texture and Color

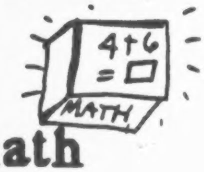

Art
Skills
G.W. WINTER ©

Directions: Finish the drawing of Mrs. Art Skills. She is the mother of Art. What do you think her body looks like. Hint: Some other basic things in art are texture, color, shape and space. Can you use any of these?

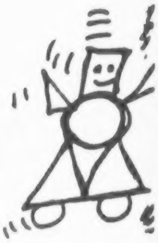




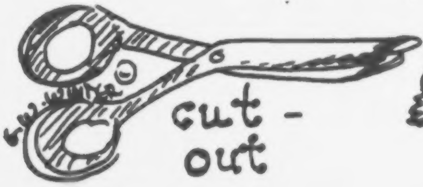
Art Activities : Learning Basic Shapes of Circle, Oval, Square, Rectangle, Cylinder, Cone, Triangle, Ameboid (freeform).



This lesson is to improve your **art and math** learning skills. Look at the shapes in the drawings on the **shape page**. Each shape is named in the drawings. Study the shapes. **Assignment**: Cut out the shapes that you like the best. Use at least **three** of the shapes. Use these shapes to draw a design. Make the objects have the characteristics of a person. It can talk and has feelings. Give the character a name. You have just used animation (alive). A series of these drawings would give you animated cartoons. Would you like to make a 6 series cartoon? All you have to do is show your character in six different pictures doing something interesting or funny. Look at the blank section after the shape pages, you can use this to complete your 6 different drawings. Use the colors of red, black and white to finish your drawings. Good luck. You may want to add words to each picture like in the funny paper.



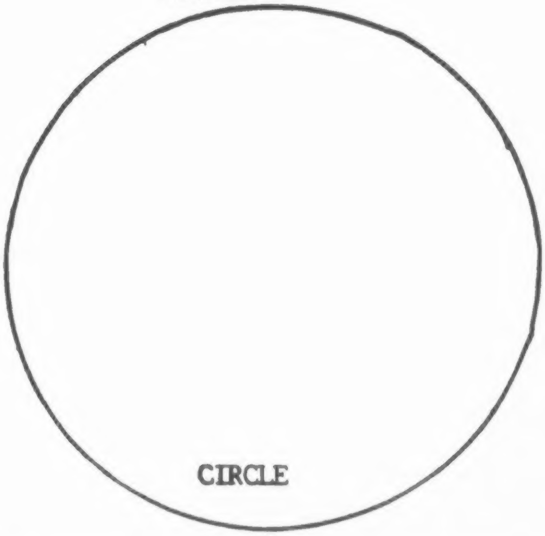
Directions: Look at the next 2 pages. You will see the **shape pages** and the 6 empty blocks. You may use the shapes and cut them out or you may select to just draw your own shapes . That is up to you. This assignment is an optional one. You can contract to do this assignment or skip it.

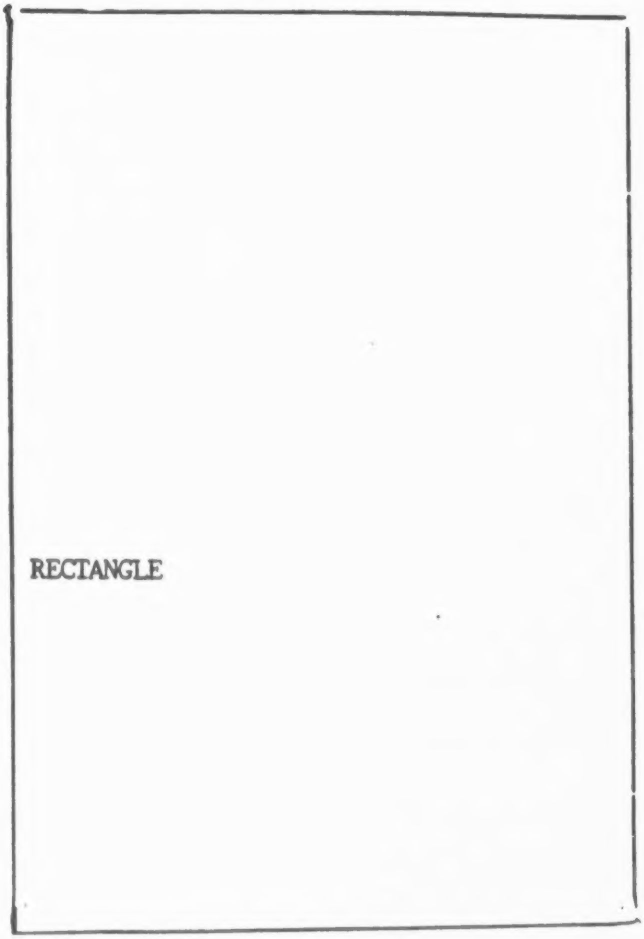


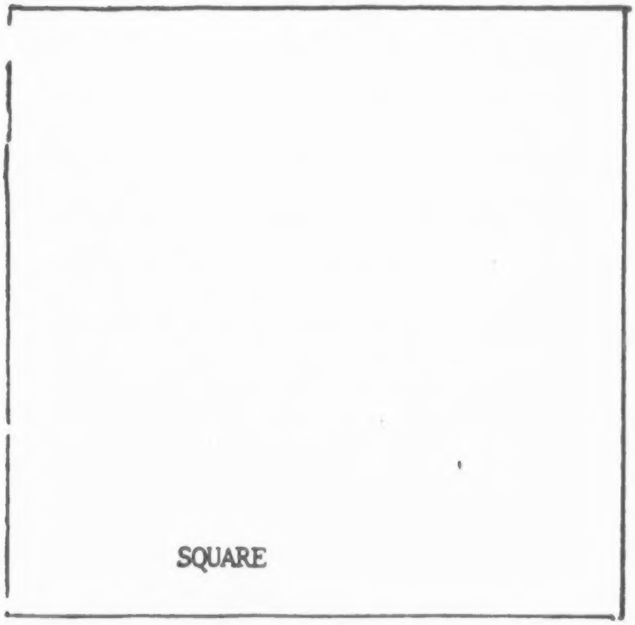
SHAPE PAGE ONE

RECTANGLE

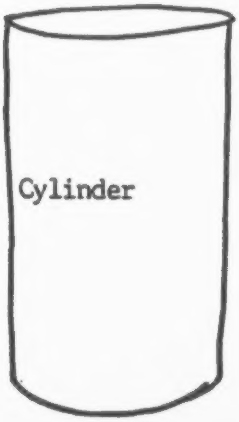
CIRCLE

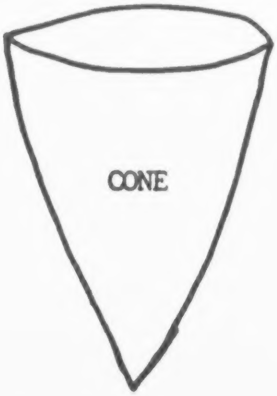


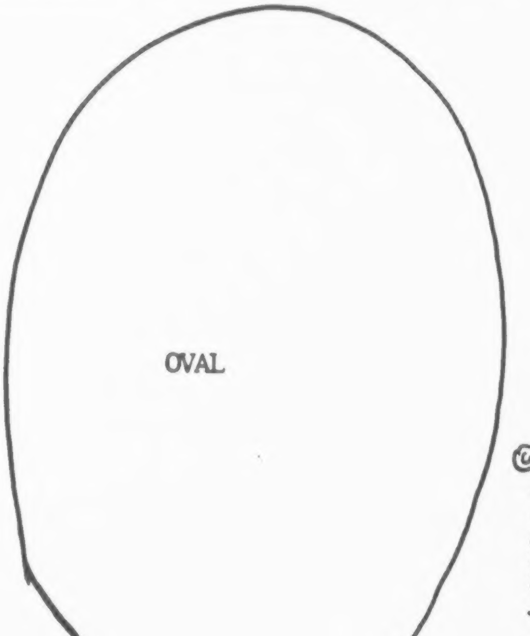




SQUARE

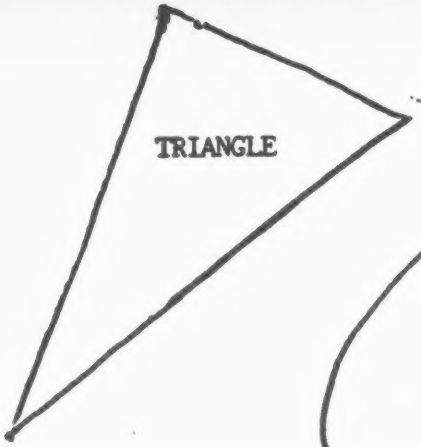


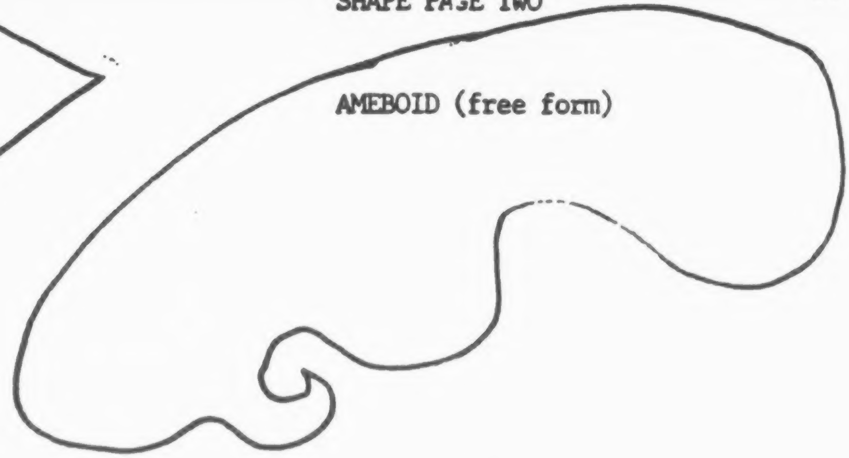




G.W. WINTER ©

SHAPE PAGE TWO

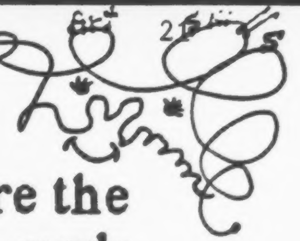



AMEBOID (free form)

6 Series Cartoon

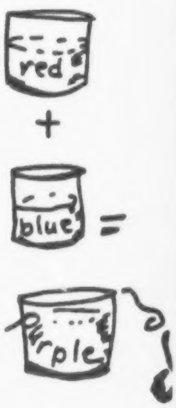
Write and draw it out.

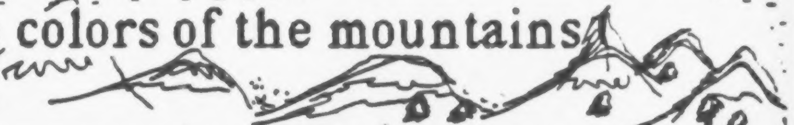
1	2
3	4
5	6

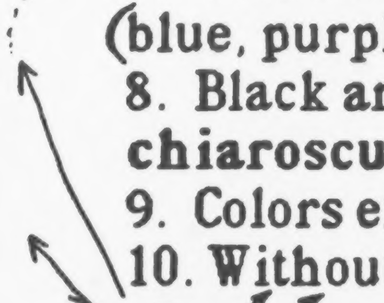


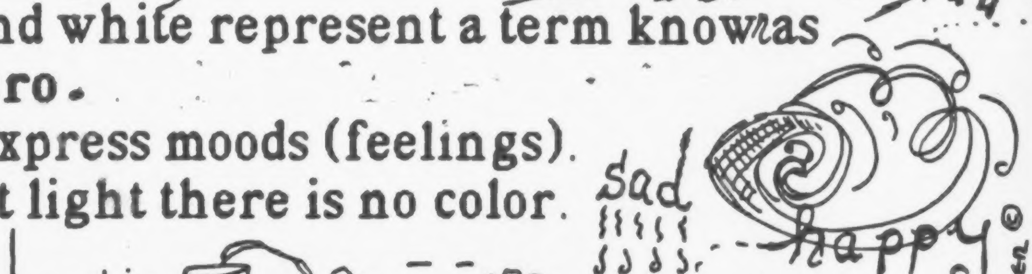
ART BASICS TO REMEMBER

1. The colors **red, yellow, and blue** are the **primary colors**. All other colors are made from them. Yes, **all other colors in the world**.
2. NOTHING IS JUST ONE COLOR. There are light and dark areas in each object that we see.
3. The **secondary colors** are made by mixing the primary colors together. Blue and red makes purple. Yellow and blue makes green. Yellow and red makes orange.
4. Black and white are colors that are mixed to make other colors lighter (white) or darker (black).This change in lighter and darker colors is called value.
5. Negative space is where no objects are drawn and positive space is where the objects are drawn. Negative space is important in a picture
6. Warm colors are the colors of the sunshine (yellow, red, orange, brown)
7. Cool colors are the colors of the mountains (blue, purple, green).
8. Black and white represent a term known as **chiaroscuro**.
9. Colors express moods (feelings).
10. Without light there is no color.





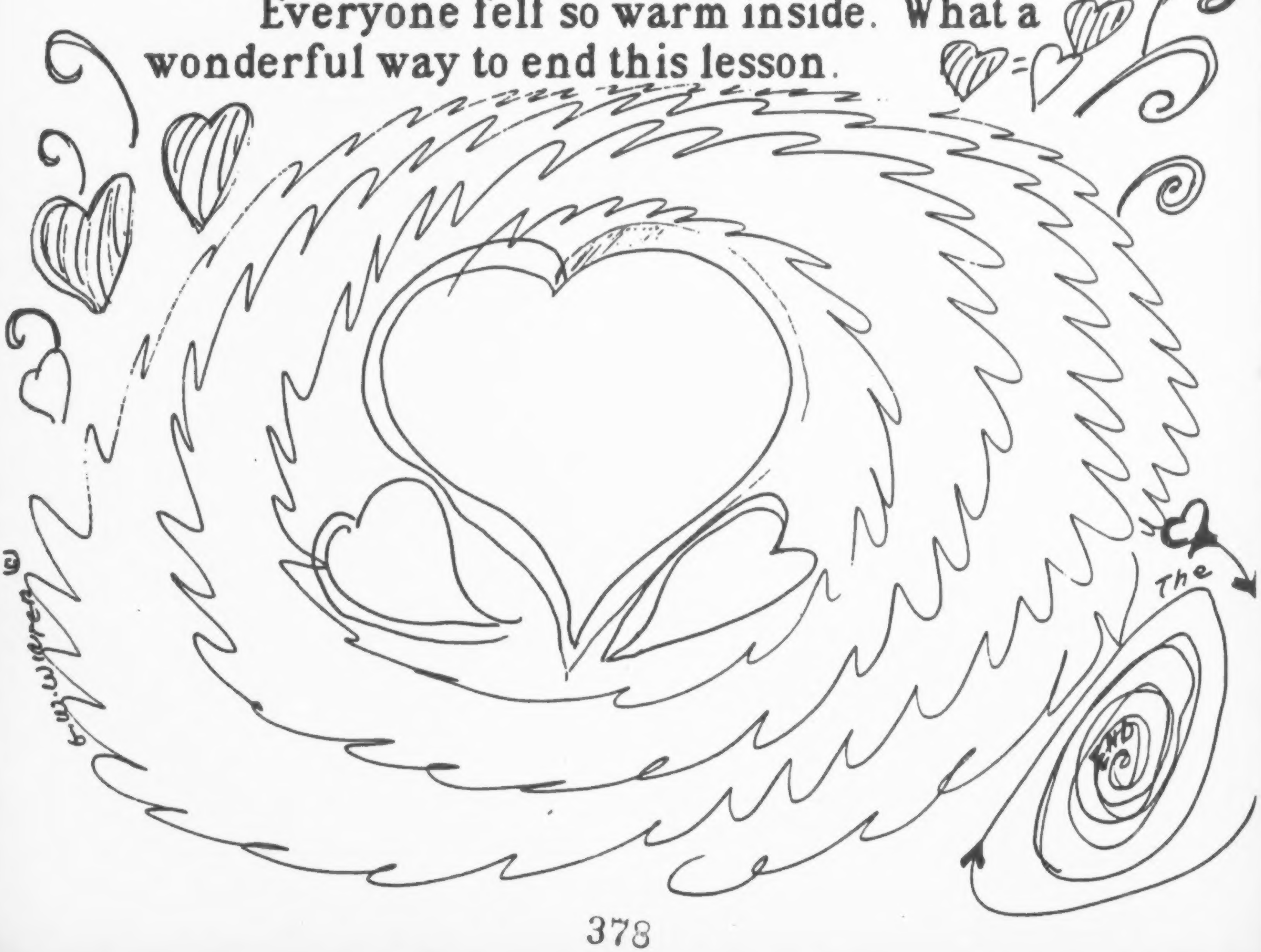


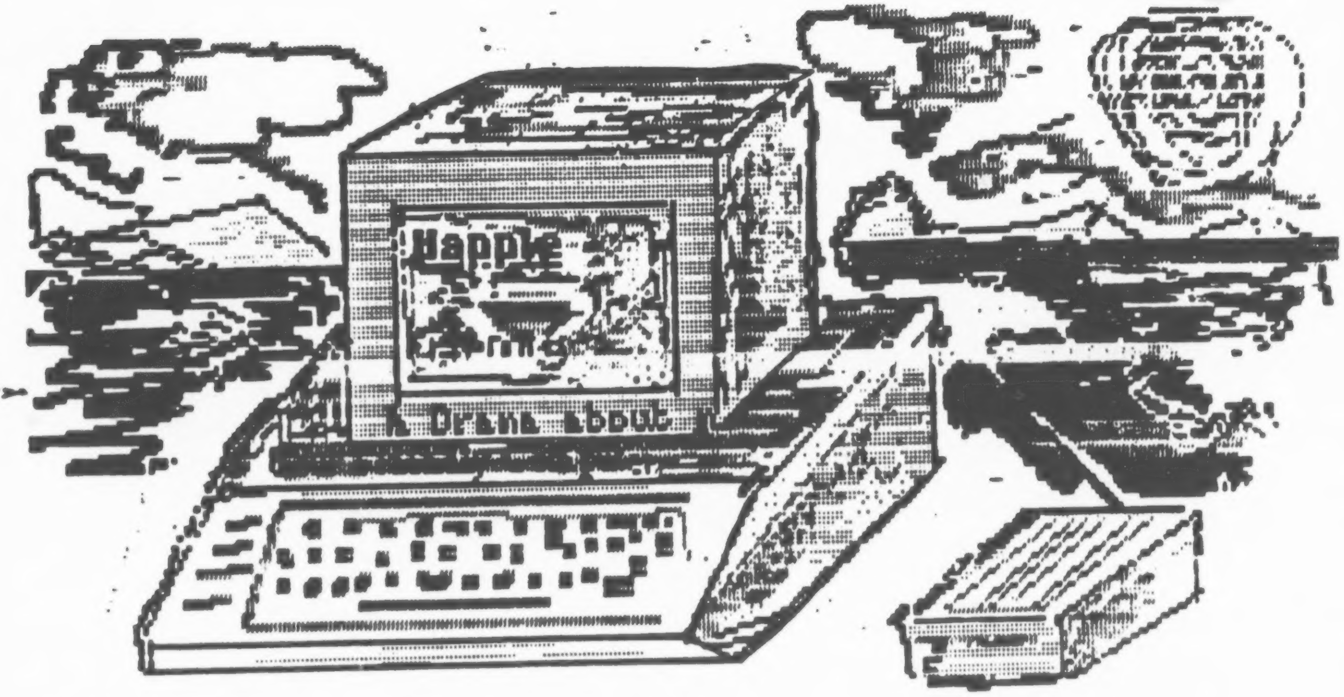


CALDECOTT ART: READING AND DRAWING IN ART

Assignment: Read the Caldecott award book Madeline's Rescue by Ludwig Bemelmans. Then go and get these materials needed: Get these materials out of the art center: Colored tissue (warm colors only). Use red, orange, yellow, tan, brown, and gold colors. Glue-diluted 2-1 with water. Magic-markers in warm colors only and a soft brush. Use white paper. **Then, glue the tissue paper down on the white paper. Draw a** picture **in warm colors of all the puppies that the girls found when there were hounds for everyone.**

Everyone felt so warm inside. What a wonderful way to end this lesson.



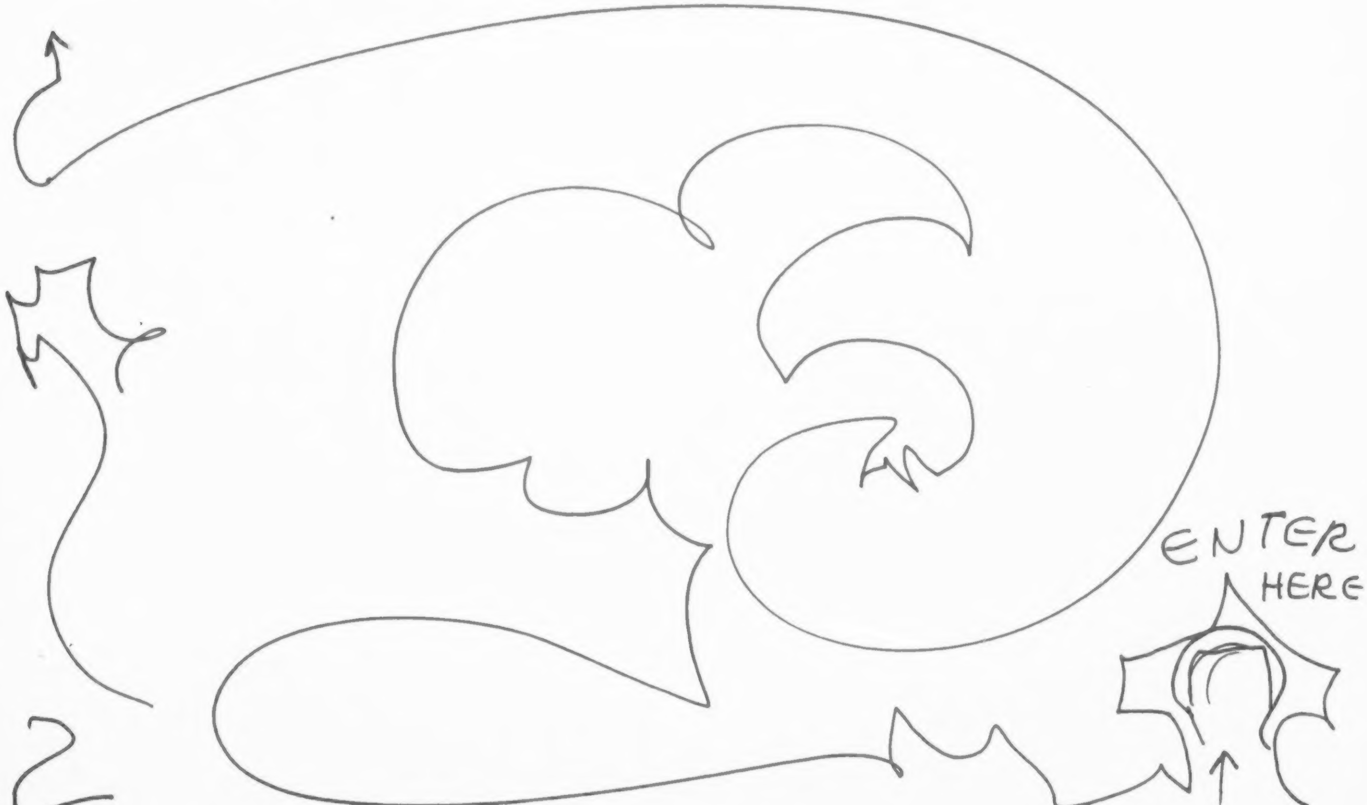

Happle
A Drama about

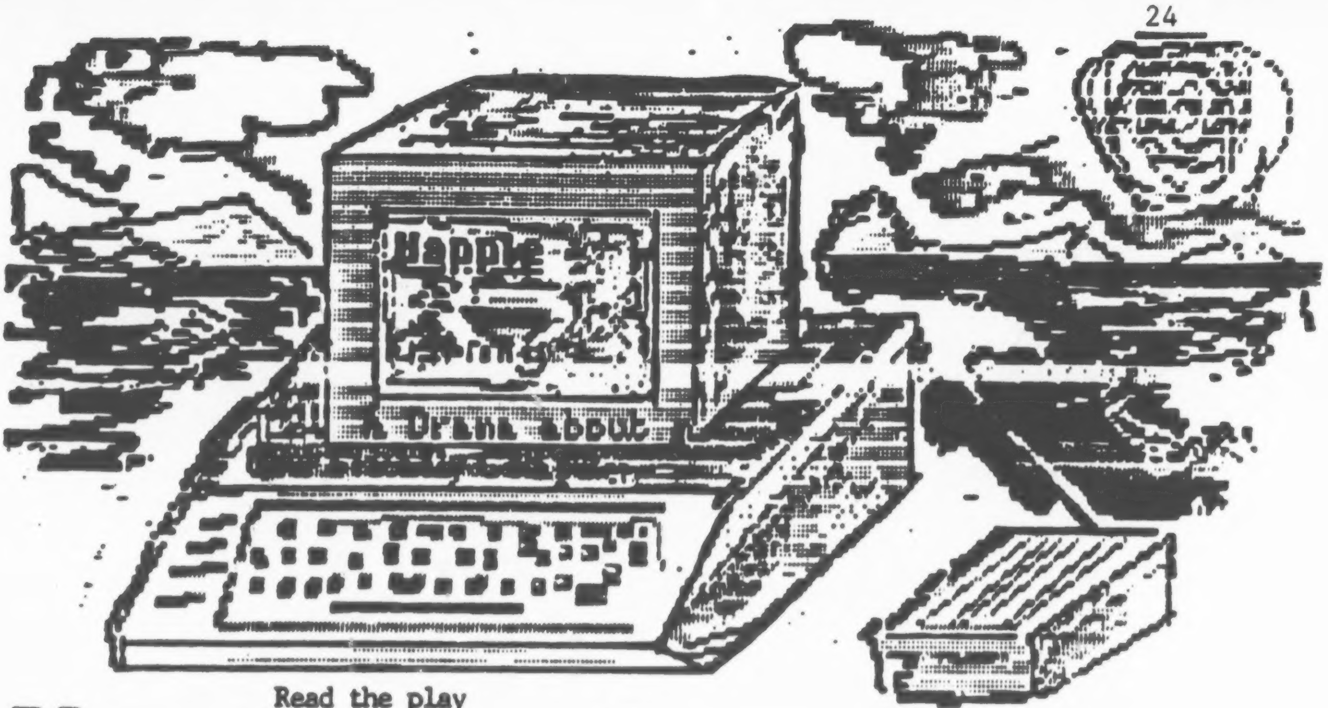
Happle Friendly

A DRAMA

By G. W. Winter

Learning about the computer





Read the play

Happle Friendly

A DRAMA

By G. W. Winder

Learning about the computer

Select one of the following. Write your contract on Art Contract sheet.

Directions: Draw the stage setting (where the play takes place) in each scene, or design the costumes for the actors of the play. Select a way to present the play. You can have a closet play where class members just read their parts. You could tape the play and present it using real computers, and real childen that pantomine the words while acting the parts. A radio play or a puppet play.would be a great way to present the play Brainstorm five ways you could present a product from this play. Select the best way to present the play. Write a short paper (two pages) on what you think the advancements of computers will be like in the year 2,000. Give examples of some programs that will be available. How mechanistic will our society become. Will the human touch , person to person still exist? Write a mechanistic world poem.

Happle Friendly
Learning about Your Computer
by Gwen W. Winter
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A Closet Drama in Three Parts
A drama suited primarily for reading

Characters In Order of Appearance:

Peppie Puppie: The Family Dog
Children: Jennifer, Anthony,
and Dirk Blue
Happle Friendly
Narrator
Electric-Power On
Monitor
Disk Drive 1, 3.5
Disk Drive 2, 5.25
Memory Chips
Rom
Ram
Hard Disk
Microprocessor Chip
Keyborad, and Family
Return
Reset
Control
Escape
Monitor Memory
Mr. Blue

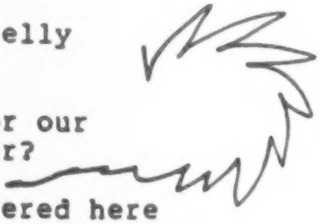
Dialog:
Scene I

The first scene takes place at the Blue family home just before the children arrive from school. The family dog, Peppie Puppie, has just discovered a new computer with all the parts sitting in the playroom.

PEPPIE PUPPIE: Bow-Wow! Look at the new machine. I hope this does not mean that the Blue family children are not going to be playing with me now! I remember when they got that mechanical robot for Christmas last year. My life was terrible until all the batteries quit.

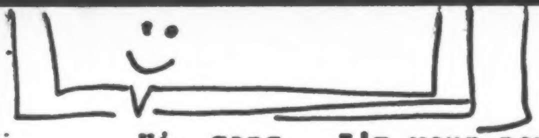
JENNIFER: Hey, Anthony (calling loudly). Come here quick. It must be my birthday or something.

ANTHONY: What is it? I want my peanut-butter and jelly sandwich first.



DIRK: Wow, what a great machine. I bet this is for our parents to use. Or us! What do you think, Jennifer?

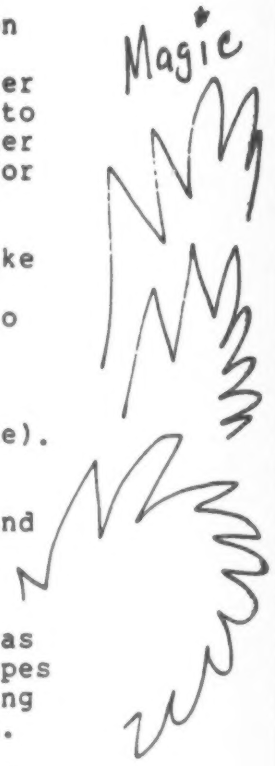
JENNIFER: Probably ...it may just have been delivered here by mistake. You know that happens (sigh and long pause). We will have to wait till dad comes home (the children began to fall asleep. One by one they closed their eyes).
HAPPLE FRIENDLY: Great! Peppie Puppie turned on my switch.



Hi, gang. I'm your new helper! I'm equipped with sound and color. I am the great surprise your dad was talking about last night at dinner. Remember, he said that I was a toy and tool? Well, here I am. My name is Happle Friendly. I got that name because I make so many people happy by helping them work and saving them time for play. I belong to the Blue children.

DIRK: I don't believe this! Here I am talking to a machine in my own house.

ANTHONY; Someone is playing a trick on us. Come out of the closet. I know you're hiding someplace.



JENNIFER: No, its real. This is a real talking computer. We have one at school. My teacher lets us play a simulation about the West. We learned how to be real pioneers and pretend what dangers the early explorers faced. The computer talked and played music. Some of us even got sick and had to be left behind. We pretended it, but it was fun. Our teacher was one of the pioneers. She died with the cholera. Not for real, of course!

DIRK: My art teacher lets us draw on the computer. We take our turn, even writing poems and stories to go with the computer pictures. We can print our newspaper and cards to our parents.

HAPPLE COMPUTER: Well, you children have met some of my relatives. You've great opportunities at your school(Pause). Now I want to take you on an adventure. We are going to learn about the computer from my family. We have many members and new ones are being born each day. Get closer and put your fingers on my keys. You only have to touch one! ENTER!

NARRATOR: What Happy Computer did not tell the children was that they would go to the Microcomputer Land. All the types of programs and program adventures are invented here. Seeing the parts of a computer first hand is a great way to learn.

HAPPLE COMPUTER: Here we are in Microcomputer Land. Look at all the computers and software programs that live here. They all like to see children and talk with them. I hope you don't mind. We will just visit for a while. Meet Electric-Power On. He has the Power that gives all computers (except battery powered) the energy to become alive. He is usually red on some computers. My power-on is behind me. Look here!

ELECTRIC-POWER ON: Welcome to Microcomputer Land.

CHILDREN: (All together) Thank you.

MONITOR: Let me introduce myself. I am Monitor. I come in black and white, living color and green-screen. My color is decided at my processing birth. I can change my style with new works. You just order me in the color you want. I plug into the computer and the printer and the disk drives (Pause). Speaking of disk drives, here's a partner of mine Disk Drive 1, 3.5. He is the smallest in size but stores the most on his diskette.

DISK DRIVE 1, 3.5: Hello children, when a program calls for data, put a floppy disk (diskette) inside my little mouth and I will play away the music or words. More information can be stored on one floppy disk than on a cassette tape. It puts information much faster in the microcomputer memory. People call them diskettes. There are different sizes of diskettes. You must handle the large diskettes carefully. Remember never to take a diskette out or in when my red light is on. Don't touch the diskette in the opening or you may destroy hours of information.

DISK DRIVE 2, 5.25: A 5.25 diskette fits me. I am used the most now but that will soon change. The 8" diskette has never caught on really well. The 3.5 diskette can store almost five times as much information and you can carry it in your pocket. Its sides are protected now with a metal coat. Some day the technical people will probably design a smaller size diskette that holds even more information. Then they will need to design a smaller size disk drive also.

MEMORY CHIPS: Don't forget me, Memory chips. I store information inside the computer. Information is processed inside the microcomputer. The more memory you have the more things your computer can do. There are two types of memory. Would you like to meet them?

Children: (All together) Yes! (With feeling) Please!

ROM: Think of me as Rom. All software routines are etched into my computer "brain." My friends call me Rom, but my real name is Read-Only Memory. I have the ability to display characters on the screen. Meet my brother Ram.

RAM: I'm Ram, short for Random-Access Memory. I am like a vault. When you turn the computer on I am almost empty. As you run programs and enter data, I fill up. My standard amount of memory is 640 Kilobytes. My information evaporates when you turn me off unless it is saved on some type of storage disk.

JENNIFER: I know about the animal called a Ram, a male sheep. Are you related?

RAM: No, but I had an animal program on my memory once but now it is on the Hard Disk. The Hard Disk stores data on a large metal plate that is not seen or removed by the user.

People love the Hard Disk. Do you want to meet him?

DIRK: Yes, I want to see him.

HARD DISK: Hello children, I can save you time and money. Time because I work faster than diskettes and money because you don't have to purchase that many diskettes.

ANTHONY: My dad would sure go for that. Say,that looks like you have been working hard.

DIRK: They don't call him the Hard Disk Drive for nothing. Tell us something about how you get information.

HARD DISK: Well, you have seen that part of a computer that looks like a typewriter...

HAPPLE COMPUTER: These are connected to the computer for both input and output. The input is called a keyboard and the information is output, as seen on the Monitor like TV. But you have already seen the Monitor. We all work together. That way we can process information in and out of the computer.

MICROPROCESSOR CHIP: DON'T FORGET ME. (With feeling) I'm the microprocessor chip in the Central Processing Unit.

JENNIFER: That reminds me of chocolate chip cookies. I would like to take a bite out of one right now.

9x6 =
9x7 =

DIRK: Wait a minute, you are talking about where arithmetic calculations actually take place. I learned about that at school. The logic unit and the "computer clock" are also there.

ANTHONY: Let's take a detour here and look at what comes in and out of the memory chips. Look, (pointing to memory chips) this is where information can be stored up to what ever number of bits you have. It's like a person taking bits of food. You put it in on the keyboard, and you see it on the monitor. I get it, the larger the bites capacity, the more information your can store. Right?

HAPPLE COMPUTER: That's right. BIT stands for Binary digit. I recognize all data as 0's or 1's. The switches are either off at zero or on at one. A byte equals any combination of eight bits. The bite 0100 0001 (eight bites) stand for the capital letter A.

PEPPIE PUPPIE: What ever happened to electrical toys. Well, I remember this robot we had just last Christmas...(talking fades out) his batteries were not very lasting and.........

HAPPLE FRIENDLY: Well, Peppie Puppie, I hope we will not

loose our energy like those battery powered toys. We do have some brothers that operate on batteries. The are called laptops. You can operate them almost anyplace. They are specially made for people that are on the go. They go with you. Great for an African Safari in case your ride elephants.

ANTHONY: (Pointing to a mechanical opening on Happle) Is that place for a mouse or Koalapad. Is that a place for animals? I love animals. Is a mouse an input device?

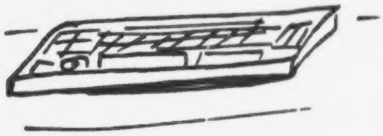
NARRATOR: Yes, as a matter of fact (thinking). Well, you can see that some interesting things happen in Microcomputer Land. We sure have been into some heavy information here. Stuffing bits of information onto a diskette, then putting them into a hard drive, and then eating chocolate chips. Oh, goodness, I mean then storing them on memory chips.

DIRK: Yet, I really would like a ride on an elephant. (long pause) Is that a laptop or are elephants in a big top? A laptop is a computer that is battery powered. But what do we need with power, when we have an elephant to carry us around (thinking our loud). Elephants are too large to fit into our pocket. Yes, I can see that (thinking... talking to himself ...and looking perplexed). A 3.5 size diskette will fit into my pocket. (He puts the 3.5 diskette into his pocket.

Scene II

NARRATOR: Let's get on to the other parts of the computer everyone. We have not visited with the major input device for the computer. It is arranged like a typewriter with letters and number keys on it. Does anyone see it?

ANTHONY: I do. There's a few our there. I can see that enhanced larger keyboard version.



JENNIFER: Yes, it has special function keys.

DIRK: Me first, (pushing and running ahead) I want to go first on the keys.

HAPPLE FRIENDLY: Wait a minute, you can all take a turn at home, remember, I am all yours now.

KEYBOARD: Hello, 1 want you to meet my family. (Each key lights up as each member is introduced) This is Return, (enter on some keyboards).

RETURN: Press me and I input all the bits of information. You can type an 80-character line and hit the carriage return While your carriage is getting back to the left margin, I send the data to the computer and I am ready to start again.

RESET: Use me to reset the computer in case you need to stop the program when it isn't working right.

CONTROL: Use me to program certain keys to do a third functions. Usually a control/Z will delete the line you have just typed.

ESCAPE: I will take you out of one program and you can tell the computer what program you want next. Or you can select to turn off the computer.

HAPPLE FRIENDLY: The best way to learn about the keyboard is to use it. You all will get all the time you want learning at your house. You need to place your hands correctly on the keyboard and do not use the hunt-and-peck method. You will have fun playing games that time your improvements. There are so many learning games you will enjoy. New programs are being written right now that will help take the work out of work. You can do math and your written assignments on a computer.

NARRATOR: Let's look at a computer language. There are so many now. We are only going to visit Basic. That is the language that most computers understand.

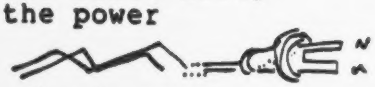
JENNIFER: Great, I studied a foreign language last year in my special class.

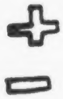
PEPPIE PUPPIE: Bow-wow. I want to see the foreign puppy people. Do they have Christmas there too? I want a bone to bit on (fading out and barking). You have been talking about bytes.
Everyone walks toward the stage exit. End of scene II.

Scene III
All the gang enter the language headquarters area.

NARRATOR: Here we are gang at the basic language instruction headquarters. Let's see if we can find the man in charge.

PEPPIE PUPPIE: I'll Plug in the big computer over here. Look, it has one big blue eye. What happened. Turn the power switch on.





HAPPY FRIENDLY: The electric power flows into the input transformer. It takes the voltage down to the levels we need for electronic circuits, rectifiers then turn the electric power from a.c. (alternating current) to d.c. (direct current. Our self control unit Rom is working for us now. You remember Read-Only Memory? Push Reset, which will clear out all the random bits that are in the circuits when the power is first turned on.

DIRK: Let me do it. I know where Reset is on the keyboard. (Dirk pushes the correct key).

MONITOR MEMORY: I am the minimum programed memory. I watch over the computer operations at all times. I permit you to start, stop, reset, and generally keep things in order. Right after you turned the power on I cleared out registers, set the program counter to zero, and checked out any programs in read-only memory. My first words are READY. If the output unit, the TV like scene, is a cathode ray tube, the cursor will appear. It winks at you. He's a flirty little fellow.

JENNIFER: Well, I see what your mean. He just keeps blinking and jumping in the same spot. He must like to exercise.

DIRK: That must be his way of saying hello. Can I press Enter?

HAPPLE FRIENDLY: Yes, go ahead. Watch what happens. Yes, I think your friendly "prompt" character will appear.

PEPPIE PUPPIE: Looks like an Indian arrow to me. Are there any Indians in these parts? Look out everybody! I'll save you (Puppie barks and growls).

ANTHONY: Stop barking Peppie Puppie, (Anthony puts his hand over Puppies'mouth). We are in friendly territory. Happle Friendly territory that is.

JENNIFER: Let me type in my name (Jennifer quickly types her name).

HAPPLE FRIENDLY: I'm glad you did that. I can show you how to Delete or Rub. Watch. This enhanced version has a Delete key. Just press it and you rub out your name. Just press it down until all the letters of your name disappear. Just like it was never there. First, press the left arrow key to until you are at the beginning of your name, and then press the delete key until it is gone.

PEPPIE PUPPIE: I like magic. Can I do it? My paws are too big to push just one key. Watch out, what is happening now? Look at all the non-sense letters. (Pause with pride). I did it all by myself. Now I can use the Indian Arrow key to go to the beginning and then press down Delete as many times as I need.

DIRK: It's like using an eraser on a pencil without the eraser.

NARRATOR: What happened is that the cursor will backspace and erase the letter. If you want to change two letters, you press the Delete button twice. Suppose you typed: PAINT. You looked at the screen and you meant to type PRINT. Strike the key ← three more times leaves you with: only the first letter left. Now type in print. Print is there.

JENNIFER: This is fun. Let me do it again. This time I will type in Jennifer, Anthony, and Dirk Blue. Now, I will erase it.

HAPPLE FRIENDLY: Let's take a look at how to use Basic language. PRINT MEM. The computer will tell you a number such as 3583 which means you have 3,583 bytes of random-access memory. PRINT "HELLO". Some computers will print back Hello.

PEPPIE PUPPIE: Now I see how it talks. You tell it what to say. You use two puppy toes before and after what you want it to say.

JENNIFER: Those are not puppy toes, that's quotation marks.

PEPPIE PUPPIE: They are puppy toes to me, Bow-wow!
(the puppy wags his tail, and barks)

NARRATOR: Most home computers will also work like a calculator after the print command. Type PRINT 263 - 124 and the answer will come right back 139.

JENNIFER: I'll never have to work my math problems again. (looking at the other children) Well, I could check my work after I finished math.

HAPPLE FRIENDLY: Yes, I think that could be arranged. To get started you must first wipe the Ram clear. Remember Random-access-memory. You can do this by turning the computer off and then turning it on again so the monitor will reset or clear. You can also push the reset button. Another way to get things cleared is to type:
NEW.
Then type NEW< program name>. Turn the power off. (Happle's screen goes black) Then turn it on again.

JENNIFER: Can I type in a line command. I learned that at school.

HAPPLE FRIENDLY: Yes, go ahead.

JENNIFER: (She types on the keyboard of Happle Friendly this time) PRINT " I AM WONDERFUL". I am wonderful printed out on Happle Friendly's screen. Then she printed List. The computer took all the line-numbered instructions, arranged then down the screen and printed them out.
Then she typed:

```
LIST
40 PRINT "I AM WONDERFUL"
50 PRINT "YOU ARE TOO."
60 END
```

PEPPIE PUPPIE: Watch me (He starts typing on the keyboard).

```
NEW
10 PRINT " Ho, Ho"
20 PRINT " I AM SANTA AND THIS IS NORTH POLE"
30 PRINT " WHAT DO YOU WANT FOR CHRISTMAS?"
40 PRINT " TOYS, PUPPIE FEET WARMERS, A NEW COLLAR"
50 GOTO 10
END
RUN
```

(then Peppie Puppie pressed Enter)

NARRATOR: The poor computer will never get to line 50. It just keeps printing Ho, Ho, over until you press stop. Well, Puppie sure played a trick on us. He made Santa laugh and laugh.

JENNIFER: Well, I see how you make the computer talk in Basic language now. You just tell it what to say using the line commands and puppy feet before and after what you want it to say. That is great.

DIRK: I can play tricks on Peppie Puppie. It will be great fun for us all.

(Just then the front door opened and slammed. Mr. Blue walked in. All the children woke up and started rubbing their eyes)

PEPPIE PUPPIE: Bow-Wow. Bow-Wow. (Puppie grabs Mr. Blues' coat and pulls him into the playroom. Everyone got real quiet. Mr. Blue sat down at the computer).

MR. BLUE: Children, let me show you how to use the new computer.

JENNIFER: Let's name it Happle Friendly.

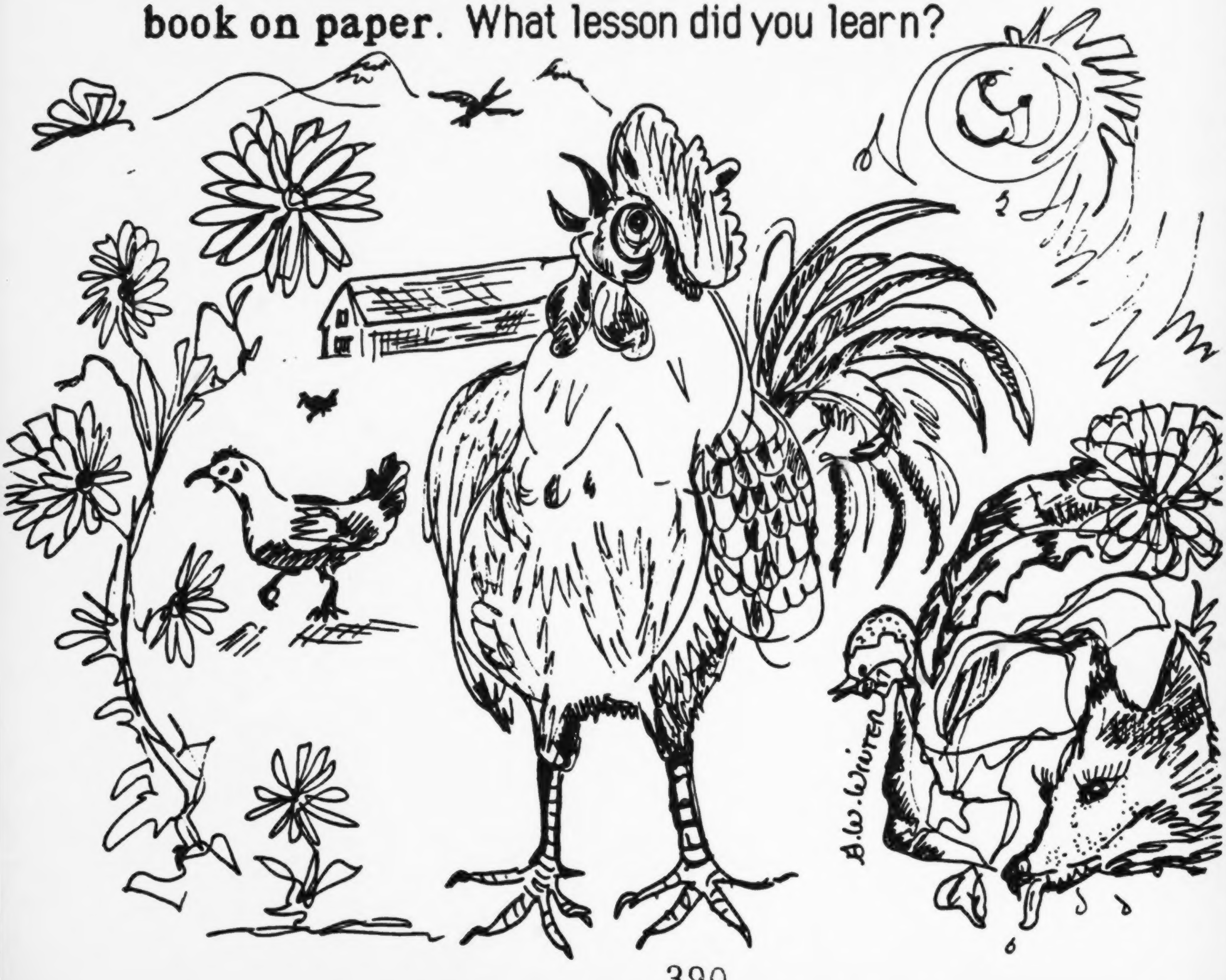
PEPPIE PUPPIE: Bow-wow, bow-wow (the curtain closes... sounds fade out of Ho, Ho, Ho, Ho, Ho).

Note: This play would be suited for a live performance of elementary students. A puppet play or a radio play would also work well. The nature of the technical information in the play may lend itself better to reading of the parts.

NORTH POLE
Ho
Ho

A. BLU
PEPPIE
PUPPY
J.B
D B
Mr BLUE
MOM
Ho

Caldecott Art Assignment: Read the book **Chanticleer** adapted by Barbara Cooney from Geoffrey Chaucers' **Chanticleer and the Fox.** **Assignment: Chanticleer dreamed about being in danger. He saw a beast like a hound. Read the description given in the book and draw a picture of the beast he saw in his dream.** Take clay from the art center and shape the beast and the rooster. What lesson did Chanticleer learn? **What lesson did you learn from this story? Can you think of another story that you have read that had a lesson to teach? Write the name of the book on paper.** What lesson did you learn?



JUNGLE
TRAP

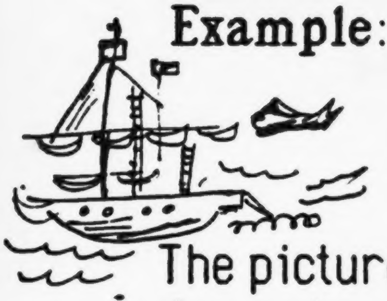
Caldecott Art: Reading and Art Assignment: Read the story Jumanji by Chris Van Allsburg. There were many animals in the story of Jumanji. Below is a list. Circle the animals that you saw in the pictures. LIST: lion, python snake, horse, rhinoceros, monkeys, tsetse fly, dog, tiger. Select the animal that you think is the most dangerous. If IT showed up in your house, what could you do? Now make a book jacket for this book. IF you were going to rename the book what would you call it? Include this new name on your book. The two boys that found the book are going to have an unexpected adventure. Write this story and include it in your book.

Optional Assignment: Make a game board like the jungle adventure in the story. What dangers would you include?

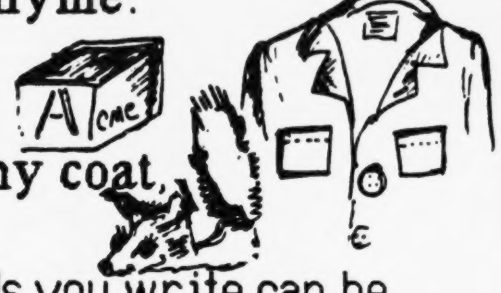
ART MATERIALS: USE POSTER PAPER, AND COLORED MARKERS. WRITE THE DIRECTIONS TO PLAY THE GAME. INCLUDE SOME OTHER DANGERS LIKE QUICK-SAND, A HURRICANE, A HIDDEN ANIMAL TRAP, A FALL INTO A CAVE WITH NO WAY OUT, MALARIA FEVER, UNFRIENDLY JUNGLE NATIVES, LEACHES, GIANT SIZE PARROT, ROCK SLIDE, EARTH-QUAKE AND EXPLOSION. DRAW ANIMAL PICTURES. Play your own jungle game now.

Falling ROCKS
G. W. WINTER

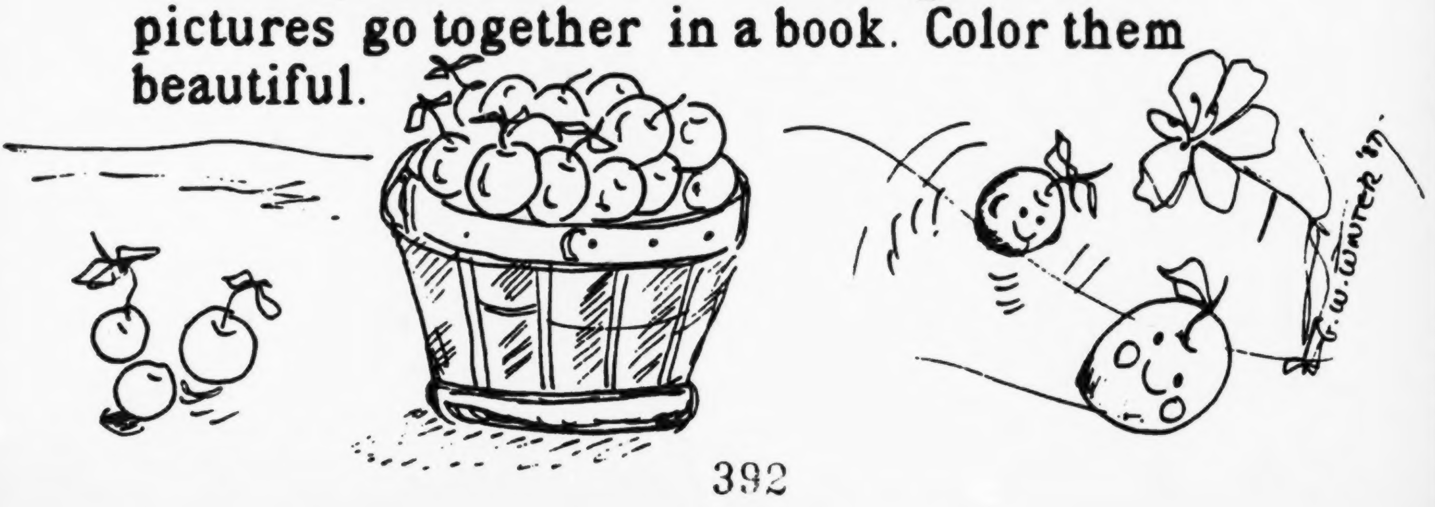
Caldecott art: Assignment for you. Read the book **The Wing on A Flea** by Ed Emberley. Look at the pirates map in the story. What shapes can you find in the drawing. Draw the map again. Draw all the circles in green. Draw all the triangles in blue. Draw in all the rectangles in red. What do you think the writer is trying to accomplish in this story? What other shapes would you like to include? Oval, square, and half of a circle (semicircle)have not been included in this book. Write your own story about these shapes. make some of the sentences rhyme.



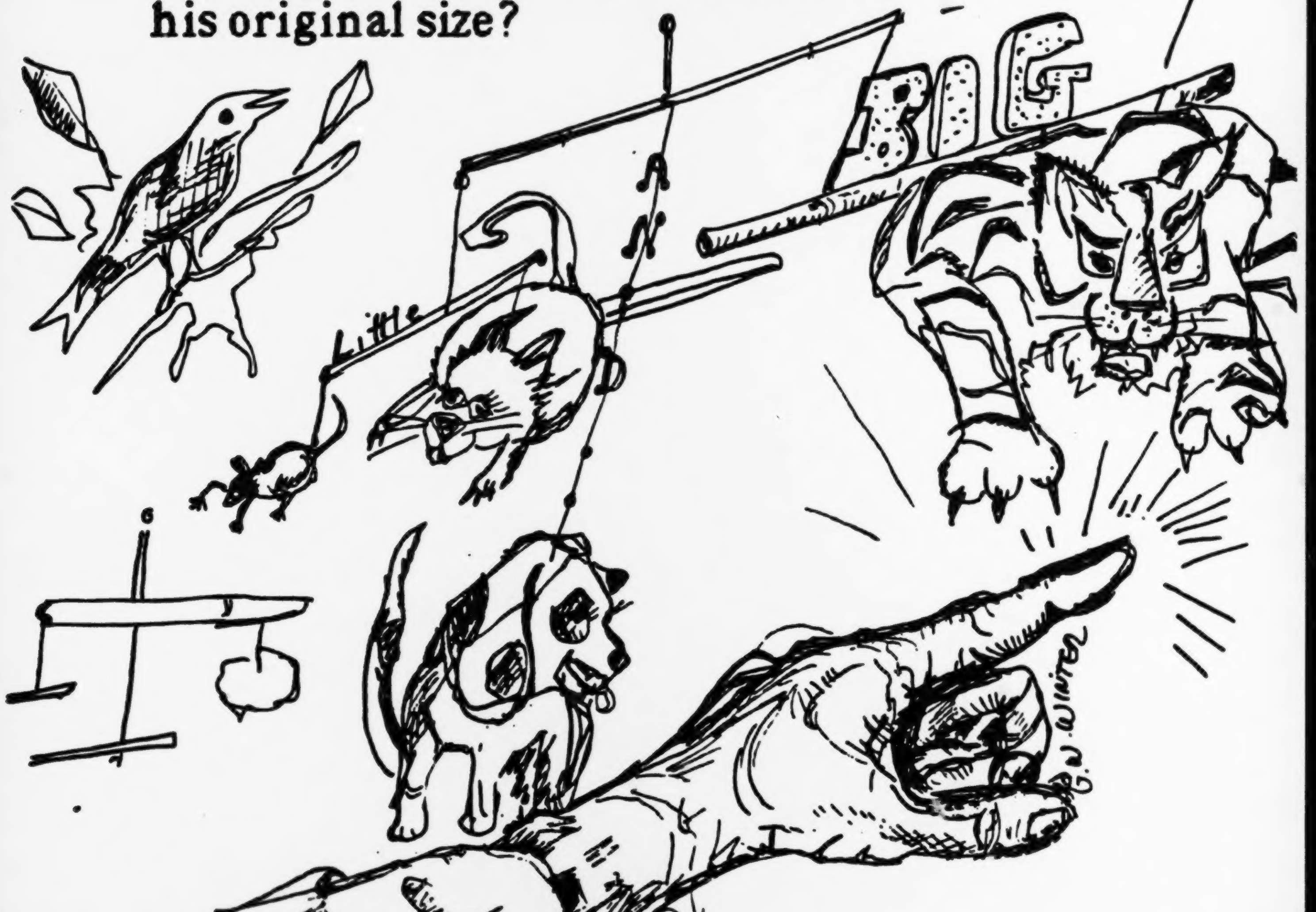
Example: A square is ☐
The top of the box ,
And the pocket on my coat,
I can see like a fox.



The pictures that go with the words you write can be drawn in with the words on each page. Try to write a short story about these shapes. You can use some other shapes also. Have fun. Writing and art pictures go together in a book. Color them beautiful.



Caldecott Art: Assignment in Reading and Art. Read the fable cut in wood called **Once a Mouse**. What is a fable? What is a wood cut? What magical powers did the hermit have? Look up India in a reference book. Where is it located in the world? Draw a map of India. Tell what the fable is about. What were the hermits' thoughts at the end of the story? Write down on paper what he was thinking? Optional assignment: Make a mobilé of the different animals the mouse was changed into. What happened to cause the animal to be returned to his original size?



Assignment for art and reading: Winner of the Caldecott Medal, Where the Wild Things Are by Maurice Sendak. This book won the Caldecott Medal for the Most Distinguished Picture Book of the Year. Choice of assignments: Select one of the following assignments. Complete the contract. Select your assignment. 1. Write a poem about the book, **Where the Wild Things Are**. Illustrate the poem. 2. Write a story about the lesson that Max learned about being wild. What ways do you think Max will change? Were the clothes he wore real? Why or why not? 3. Select two animals on the island. Make them in clay. Why do you think the wild animals had yellow eyes? Draw a new wild thing and make an animal that has a real bad temper.

4. Make a mask of one of the wild animals in the picture book. Use aluminium to start by forming it to the shape of your face. Then use cut- out paper and glue the eyes, nose and mouth on. Yarn would make the hair. A pumpkin would work well to decorate the head like one of the wild things and then put a body on the shape with stuffed clothes. Try it.

Assignment: Read the following story. Pay attention to the description of the story. You will be asked to remember the story later. You will have a selection of activities to do for this story. Enjoy.

Big Blue and Fifi

One dark night, Big Blue, a guard dog that lived deep, deep in a dark, damp cave was watching the jewels of the king. His best friend, Fifi, the French Poodle, was with him as usual.

Big Blue has the largest blue eyes you have ever seen. If you hold two dinner plates side by side you would see how big his eyes are. It is easy to see how he got his name Big Blue. Big Blue sees all. Some even say that he can see through the walls of the cave and is warned when any thief is planning to try and steal the king's treasure. The watchful eyes of the guard dog are always alert. He never closes his eyes.

A very large treasure is stored in the cave. The king never worries about the treasure being taken because of the two dogs. There are three piles of jewels in the cave. On the left of the entrance is the large pile of diamonds and rubies. They shine so brightly that they look like a sunrise. The second pile of jewels are all green emeralds and blue sapphires. They glow like the eyes of the guard dog. In fact, when Big Blue stands in front of the jewels you can not see him. His eyes shine like jewels. All the

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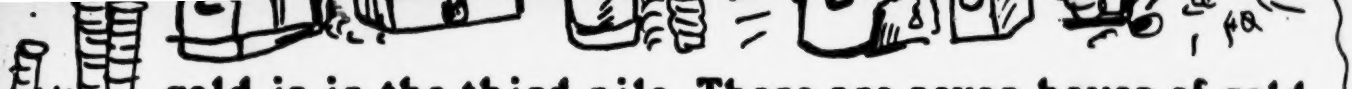
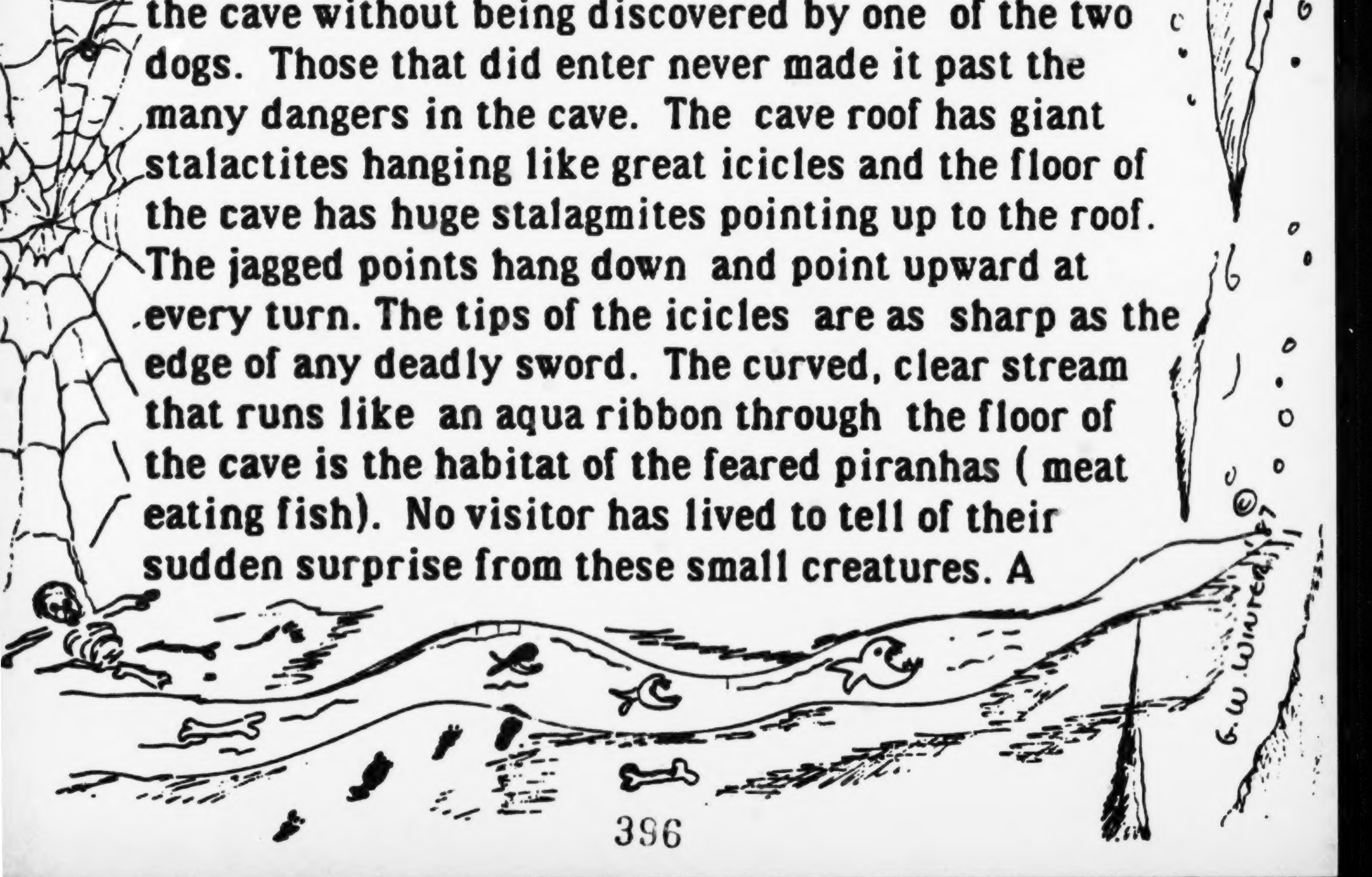


gold is in the third pile. There are seven boxes of gold all together.

Fifi is as fiesty as any little dog you've ever seen. She has the best hearing of any dog in the world. When she hears a sound, she barks and barks. When ever a small ant moves in the cave, Fifi hears it. She warns Big Blue even if he has already seen the movement. Fifi is all ears. She hears all and Big Blue sees all. Between the two they are excellent guards. No one will ever get to the king's jewels.

Big Blue is a handsome dog. His Big Blue eyes are the most handsome part of him. His spiked collar flickers in the darkness of the cave. Anyone that ventures near the cave can be seen or heard by Big Blue and Fifi. No one has ever successfully entered the cave without being discovered by one of the two dogs. Those that did enter never made it past the many dangers in the cave. The cave roof has giant stalactites hanging like great icicles and the floor of the cave has huge stalagmites pointing up to the roof. The jagged points hang down and point upward at every turn. The tips of the icicles are as sharp as the edge of any deadly sword. The curved, clear stream that runs like an aqua ribbon through the floor of the cave is the habitat of the feared piranhas (meat eating fish). No visitor has lived to tell of their sudden surprise from these small creatures. A

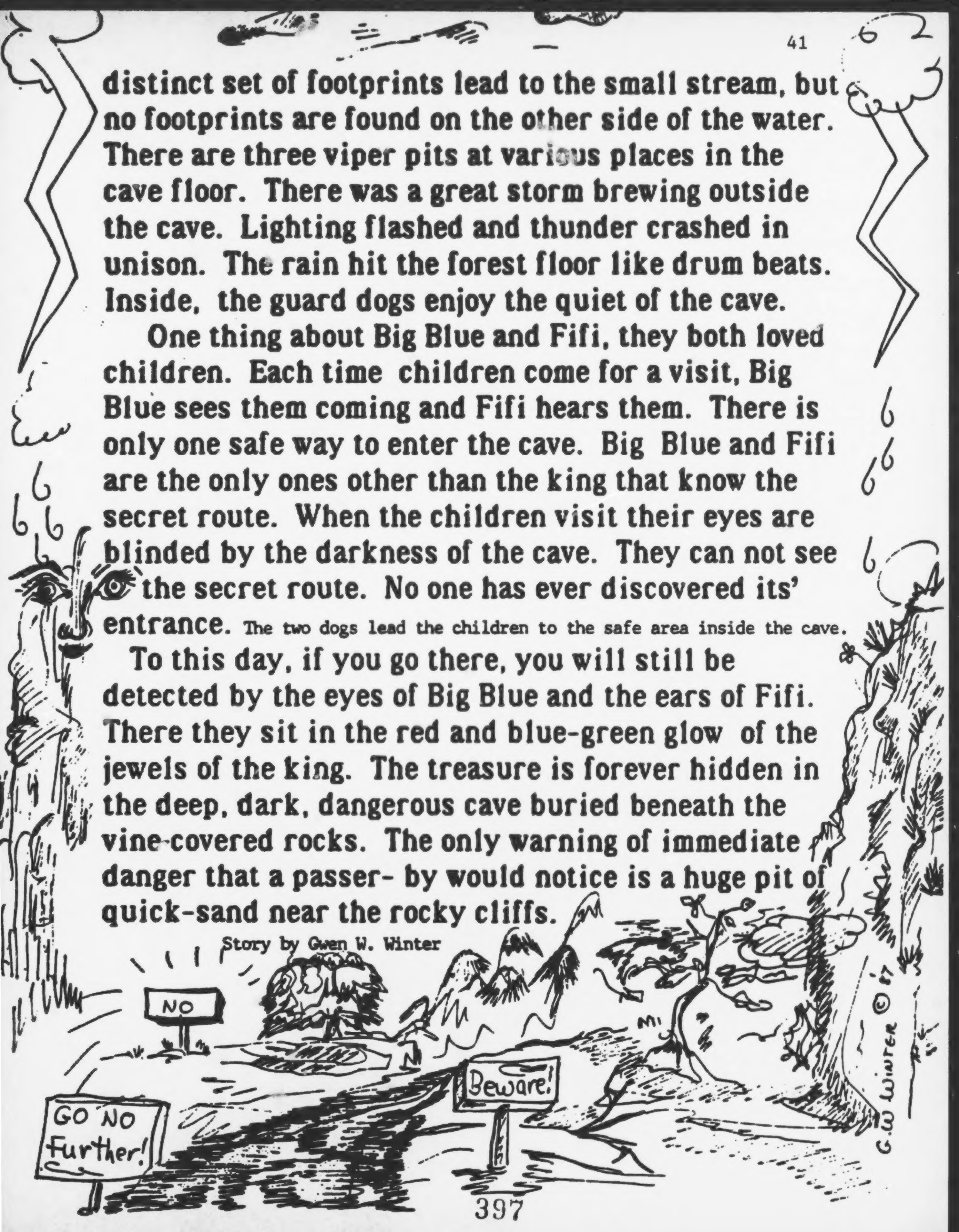


distinct set of footprints lead to the small stream, but no footprints are found on the other side of the water. There are three viper pits at various places in the cave floor. There was a great storm brewing outside the cave. Lighting flashed and thunder crashed in unison. The rain hit the forest floor like drum beats. Inside, the guard dogs enjoy the quiet of the cave.

One thing about Big Blue and Fifi, they both loved children. Each time children come for a visit, Big Blue sees them coming and Fifi hears them. There is only one safe way to enter the cave. Big Blue and Fifi are the only ones other than the king that know the secret route. When the children visit their eyes are blinded by the darkness of the cave. They can not see the secret route. No one has ever discovered its' entrance. The two dogs lead the children to the safe area inside the cave.

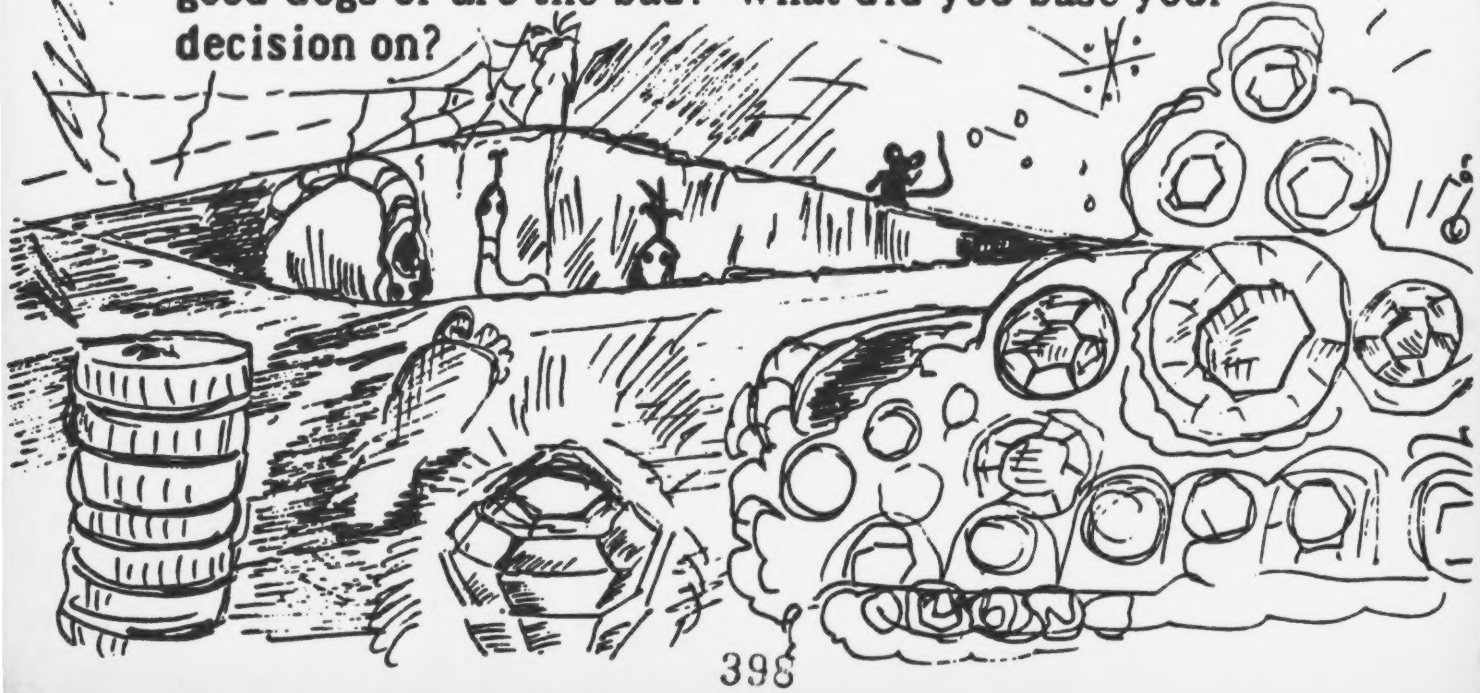
To this day, if you go there, you will still be detected by the eyes of Big Blue and the ears of Fifi. There they sit in the red and blue-green glow of the jewels of the king. The treasure is forever hidden in the deep, dark, dangerous cave buried beneath the vine-covered rocks. The only warning of immediate danger that a passer- by would notice is a huge pit of quick-sand near the rocky cliffs.

Story by Gwen W. Winter

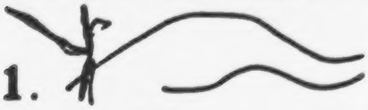

NO
Beware!
GO NO Further!
G.W. Winter © 87

A Choice of Assignments: Please get your contract and write your selection first. Choices are listed.

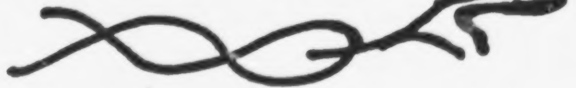
1. Line is one of the most important tools of the artist. Using a thin line, a thick line, a wavy line and a jagged line, tell how these descriptive lines help tell the story. Draw a picture using these types of lines. **How did these lines help you see what the various items looked like in the story. What pictures did you see in your mind?**
2. **Draw a picture of what you think Big Blue looks like. Does he have a sweet face or a dreadful face?**
3. **Make a picture of what the inside of the cave looks like. Where is the safe place that Big Blue and Fifi live? Where are the viper pits located?**
4. **Describe the character of Big Blue. Remember he loved children and he looked forward to their visit. They must have loved him also. What color is Fifi. How did you decide that? What color is Big Blue? Write a short poem about the dogs' nature. Are they good dogs' or are the bad? What did you base your decision on?**



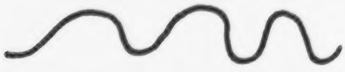
Listed below is information you need to know about the different kinds of lines. Learn the different lines and use them in your work.



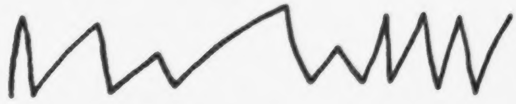
1. Thin Lines



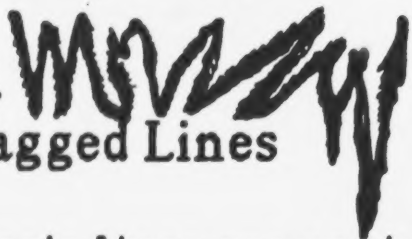
2. Thick Lines



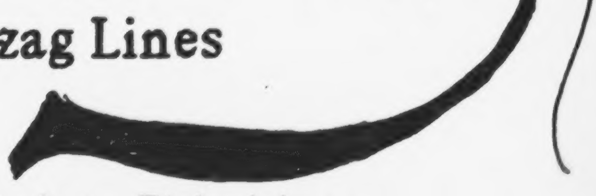
3. Wavey Lines



4. Zigzag Lines

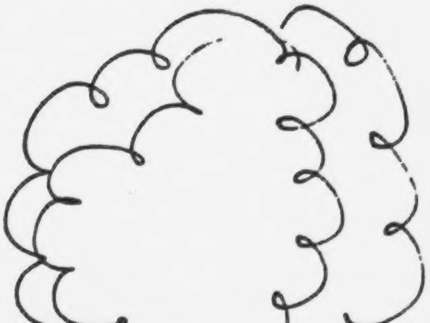


5. Jagged Lines

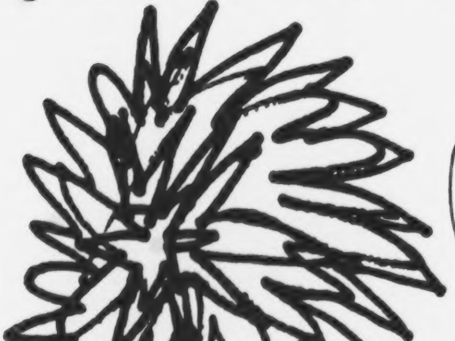


6. **Thick to** Thin Lines

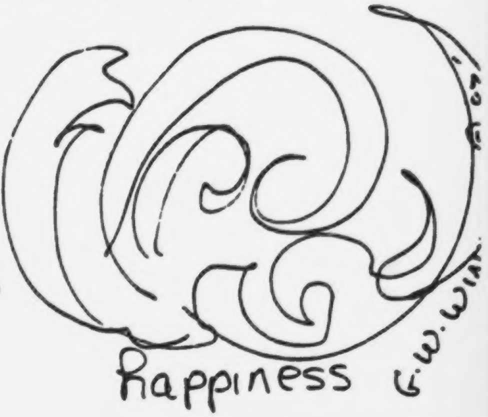
Basic lines are needed to draw pictures and help express emotions. What emotion do you think a zig-zag line express? (Did you think it out, and decide it expresses stong feelings of fear or anger?) It also expresses movement or life. Think about the **emotional quality** of the other lines above. Draw some of these lines and write down what emotional feeling they express. Examples of emotions are love, fear, joy, hate, happiness and anger. Draw a design with lines showing these emotions. Use color also.



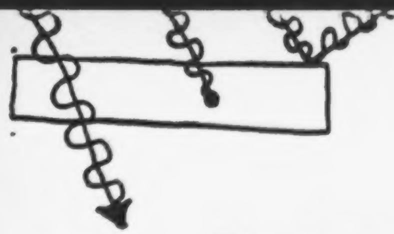
LOVE



Anger



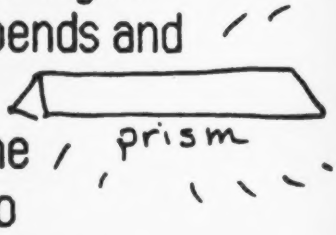
Happiness



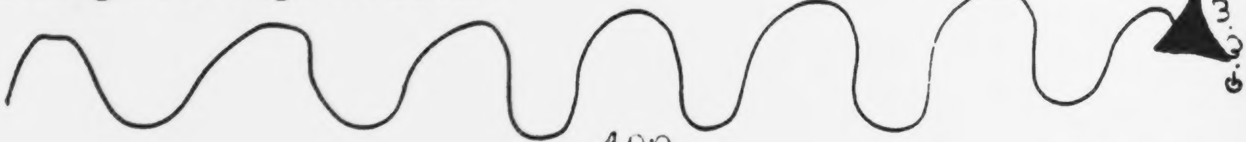
The Nature of Color

The key to color is light. Without light, there is no color.

Light travels in waves. What we know as white light is a mixture of all the different colors of light. When white light passes through a prism it bends and the light is separated into colors called the **spectrum**. The longest wavelength is red. The shortest is violet. In between, from longest to shortest the wavelengths are orange, yellow, green, blue, and indigo. A way to remember this is remember the name Roy G. Biv (red, orange, yellow,green, blue ,indigo, and violet.).

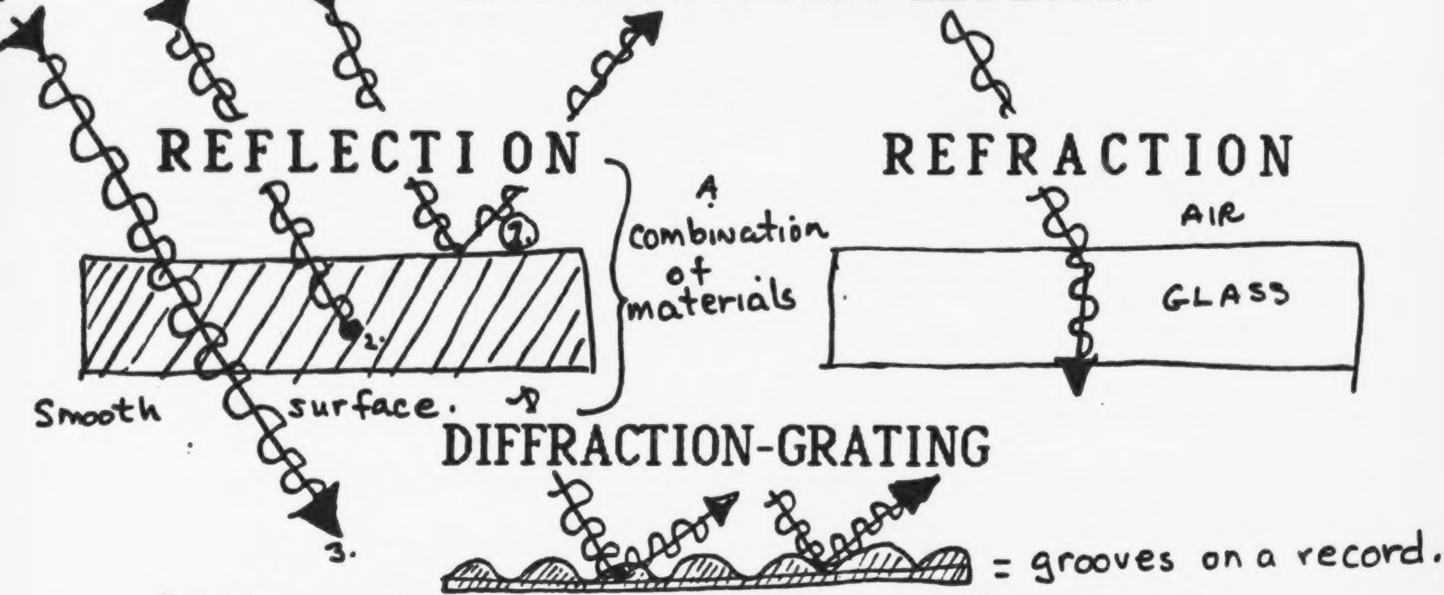


Most colors that we see around us come from **pigments. The pigments** absorb most of the colors of light that fall on them. The colors that the pigments do not absorb are reflected back to our eyes. For example, an apple looks red because it absorbs all the colors **except** red. The red light reflects back to our eyes, making us **see** red. The apple is every color but red, but we see it as red because is absorbs all the other colors. Sounds strange? Yes, what we see is every color but what it is actually. But no one worries about that. We know what the properties of light are and we just enjoy looking at things in color.

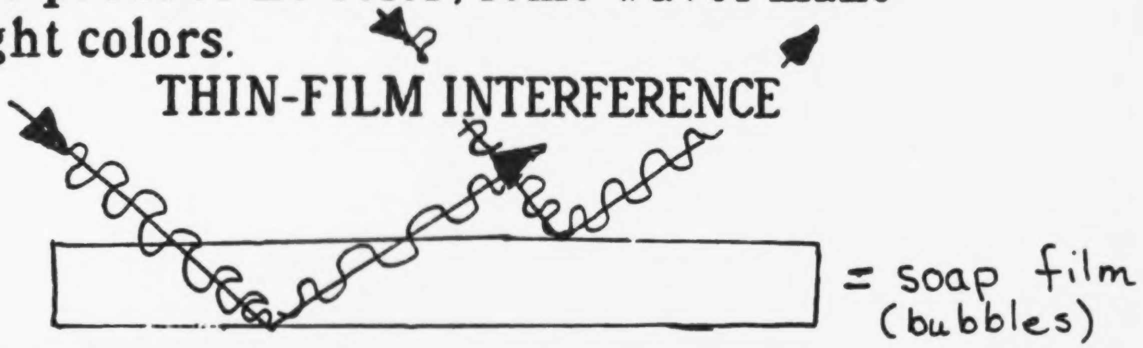


* Difficult ..get extra help here.

The Nature of Color and LIGHT


REFLECTION
A combination of materials
1.
2.
3.
Smooth surface.
REFRACTION
AIR
GLASS
DIFFRACTION-GRATING
= grooves on a record.

Light scatters (goes in different directions). Some produce no color, some waves make bright colors.


THIN-FILM INTERFERENCE
= soap film (bubbles)

Soap bubbles show a rainbow of colors. These diagrams show how light waves behave when they strike different surfaces.

REFRACTION

1. Some light waves bounce off (reflection)
2. Some light waves stop (absorption).
3. Some light waves pass through (transmission).

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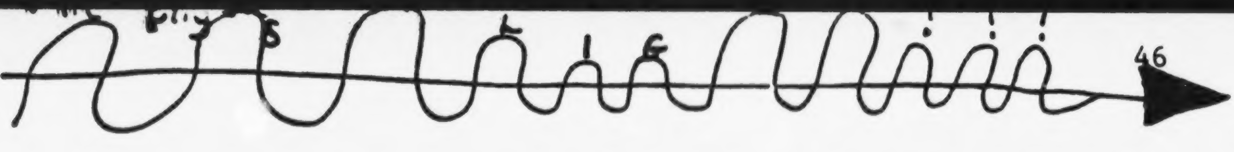
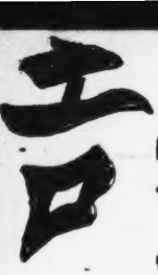
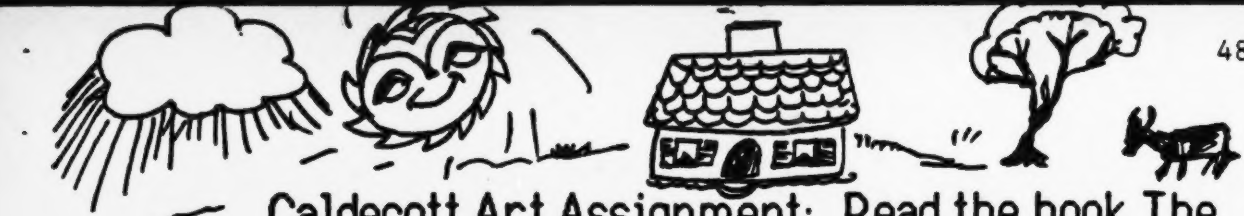


Light travels extremely fast--- about 186,000 miles per second. The light waves move along at that speed, they bump into anything in their path. They produce color depending on what they bump into. Why is it important to know about the properties of color? Why does light control color? There is no color without light. In total darkness color does not exist. Select one of the questions above and try to find a solution. This research will lead you to some other questions you may want the answers too. What is iridescent color? Good question? Write a list of other questions you need to find out about as you read about color in a reference book. Search for the answers to your own questions. Look up the meaning of new words you discover. Draw an object on this page, and color it your favorite color now.



Caldecott Art Assignment: Read the book **Mei Li** by Thomas Handforth. Write on your contract what you will do in this assignment. You can select as many of the choices as you like.

1. Tell what Mei Li did with each one of her lucky pennies. Her three lucky marbles were lapis blue, coral red and jade green. Look up the **lapis, coral** and **jade**. Write about these valued objects. Which object is known to be the the most valuable of the three? Why? Where will you go for information? Use your planning sheet.
2. Look up in a reference book the Great Wall. Write a 2 page paper about what you discover. Share it with 5 people.
3. What did the priest tell Mei Li she would do when he took her coral-red marble?
4. What are some things that Chinese girls are not allowed to do. List them. How is her life different in these things? Can you do things like boys can in the U.S.A.? Has it all ways been this way?Write down some of the things women of 1987 do that women of 1920 did not.
5. The Kitchen God told Mei Li that her house was her kingdom? What did he mean? What is the meaning of the story for young girls in China? What does the story mean to you?



Caldecott Art Assignment: Read the book The Little House story and pictures by Virginia Lee Burton.

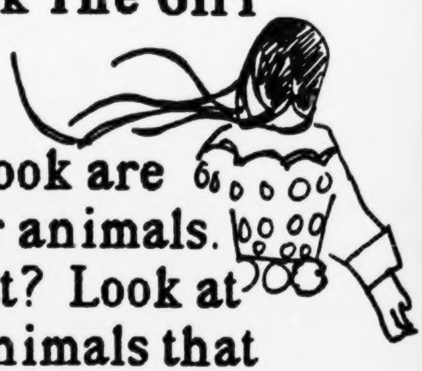
Select a topic you want to find out about. You have to look for the answers to the questions. Where do you look. Go to the library first.

1. What year in history do you think the house was built? Is this the year your great-grandparents were living?

2. What clues did the pictures give you when each season of the year changed? Draw a picture of each season of the year.

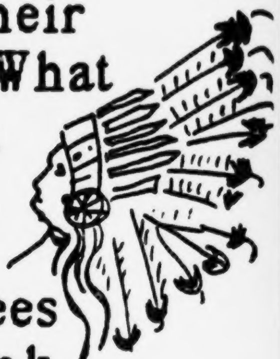
3. When the city came to the Little House, what happened to the country? Can you see this happening in your neighborhood? Ask your mother what her home looked like when she was young. Was her home in the country at one time?

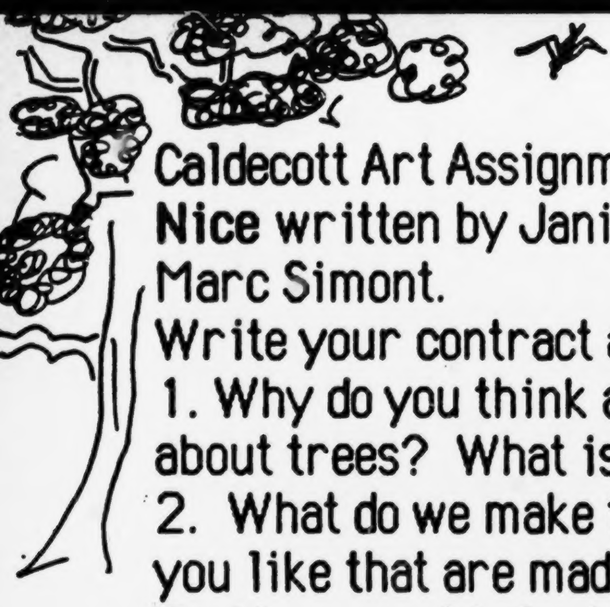
4. What do you think the name of the city was that grew around the Little House? What forms of transportation are there in your town? This town has a subway and an elevated train. There were buildings that were 25 and 35 stories high. The lights of the city stay on all night. What city near you has all these things? Draw it.



Caldecott Art Assignment: **Read the book The Girl Who Loved Wild Horses** story and illustrations by Paul Goble.

1. Almost all of the pictures in the book are drawn from a side view of people or animals. Why do you think Paul Goble did that? Look at the pictures in the book. Find the animals that are looking at you. There are only a few that your can see both eyes at once. How many are there?
2. Draw a front view (both eyes showing) of the girl in the story. What does she look like?
3. Why did the Indians draw pictures on their tepees? Look this up in a reference book. What did the pictures tell about? Draw an Indian village. Make a Indian tepee out of paper. Decorate the sides of the tepee.
4. Why does the writer rejoice when he sees wild horses running free now. Do you think he may be related to the Indians in the story? Why? What do you think happened to the girl in the story? Write it down.





Caldecott Art Assignment: Read the book **A Tree Is Nice** written by Janice May Udry and pictures by Marc Simont.

Write your contract after reading over this page.

1. Why do you think a person would write a book about trees? What is your favorite tree. Draw it.
2. What do we make from trees? List 10 things that you like that are made from trees. Draw one of these.
3. If you could plant one tree , what kind would you want to plant? Ask at home if you could plant a tree and watch it grow. Keep a record of how much it grows during the year. How can you care for the tree? Write it down. Keep a record of what happens to the tree during the season changes. Record that in your notebook.
4. Write a poem about a tree. Then draw a picture of the tree in the poem. Why do people like trees?

Art and Reading assignment: Read the book **Wingfin and Topple.** Write on your contract which of the following assignments you want to do. Begin now. Who wrote and illustrated this book?

1. How did Topple get his name? Draw a picture of Topple when he found out what his wings were for.

2. Sometimes it pays to be different. What did being different do for Topple? What lesson did Topple learn from Wingfin? What was lesson three?

3. The illustrator used the texture of wood in the water of the pictures. How do you think he did this? Try drawing a picture with the texture of wood. Can you make the ocean with wood? Add fish and plant life. Is this a type of printing? What is a woodcut?

4. What lessons did you learn when you first went out on your own without your parents? Did you learn by finding out the hard way about the dangers in traffic ? What other dangers should you look out for when you are alone? Make a list. Draw pictures of these lessons that would help other children.

Caldecott Art Assignment: Read the book **The Polar Express** written and illustrated by Chris Van Allsburg.

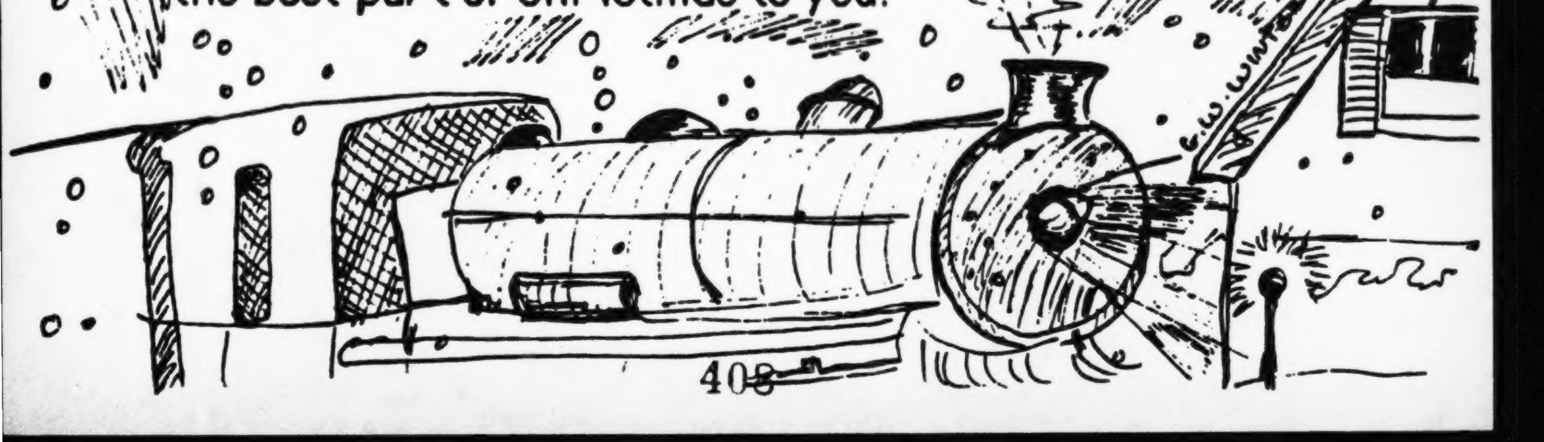
1. This story is more beautiful because of the pictures that tell the story of the Polar Express. Draw a picture of what you think the North Pole looks like . The beautiful white ice and snow(setting) tell the story in the cold night. Why do we think that snow makes it more like Christmas ?

2. What can you tell about what is going on at night from listening? Do you remember your first Christmas? What was it like? Why is this story so special?

3. Why does the writer say he can still hear the bell ring at Christmas? Why do you think that Sarah did not hear it ? What was he talking about?

4. Draw a picture of the train as it moved toward the North Pole. Would you like to go to the North Pole? What would you need there? List all the things you would take with you. Draw a picture of them.

5. What other Christmas story do you like? Tell about it in a pictures. Draw 6 pictures that describe the best part of Christmas to you.

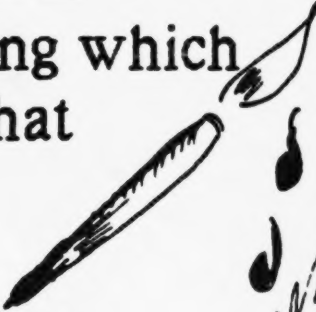


Read the book The Boy Who Could Enter Paintings written by Herb Valen and illustrated by Susan Perl.

Fill in your contract.

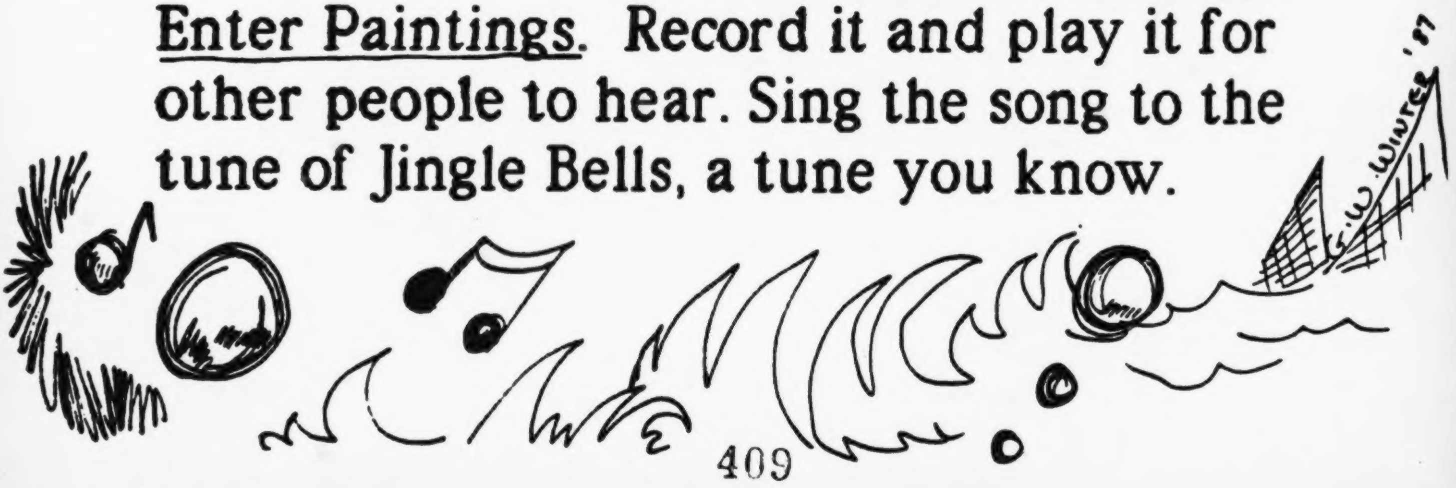
1.How did Edward discover he could get in paintings? How did he get out? Draw a picture of what the first painting he got into looked like.

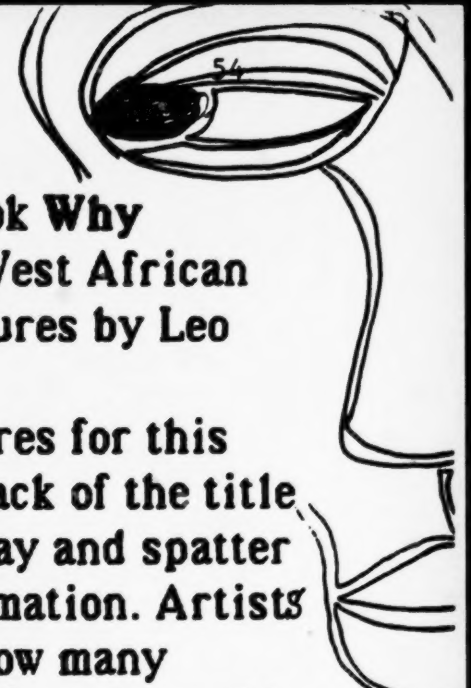
2. If you could hop into a painting which one would you select? Why? What would you find there?



3. Name all of the famous paintings named in the story. Look up two of the artists and write a one page paper about them.

4. Write a song about The Boy Who Could Enter Paintings. Record it and play it for other people to hear. Sing the song to the tune of Jingle Bells, a tune you know.





Caldecott Art Assignment: Read the book **Why Mosquitoes Buzz in People's Ears** a West African tale retold by Verna Aardema with pictures by Leo and Diane Dillon.

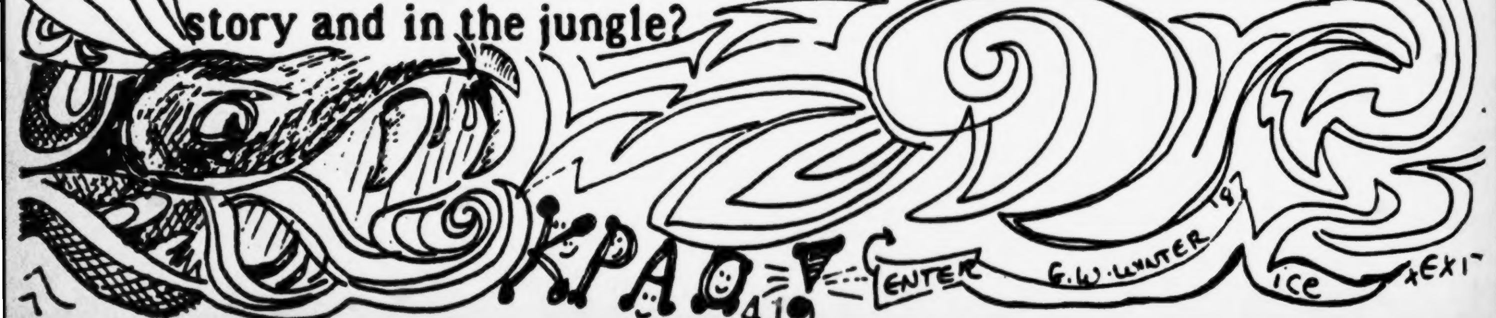
1. Read the directions on how the pictures for this book were made. This is found on the back of the title page. An airbrush was used in fine spray and spatter technique. This is very technical information. Artists use an airbrush to paint on T-shirts. How many different kinds of media (art materials) were used? What artistic knowledge would you need to do this? Use ink, watercolor and colored chalk in a picture of the jungle. This is called mixed-media.

2. How is animation used in this story? Start by telling about the mosquito and the iguana talking. Draw this beginning scene in cartoon form.

3. How many animals were involved in the story? Draw and paint three of them in watercolors.

4. What is the surprise ending of the story? Change the ending. Bring the mosquito before the council.

5. Why is the mosquito (insect) disliked by all in the story and in the jungle?



Reference Books for Children

Aardema, V. (1975). Why mosquitoes buzz in people's ears. New New York: Dial.

Bemelmans, L. (1953-1979). Madeline's rescue. New York: Georgian Web.

Brown, M. (1961). Once a mouse. New York: Scribner's Sons.

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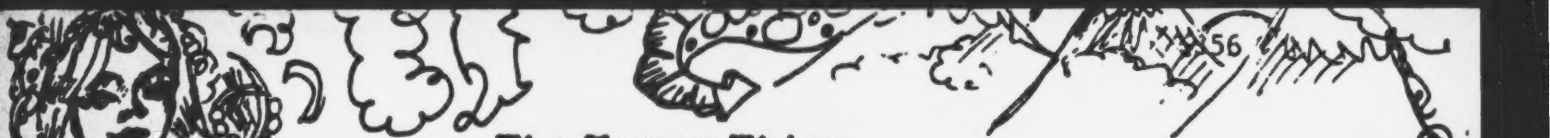
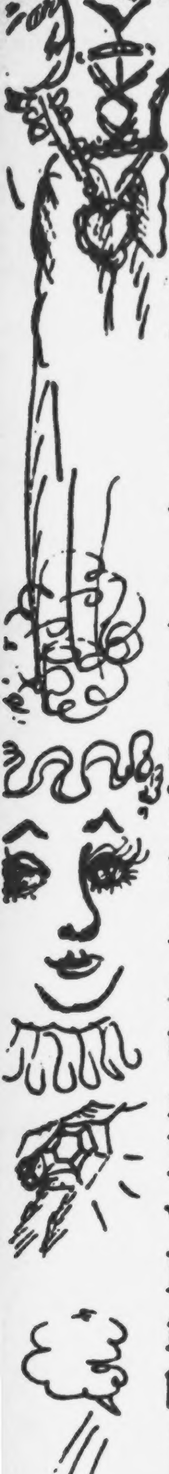
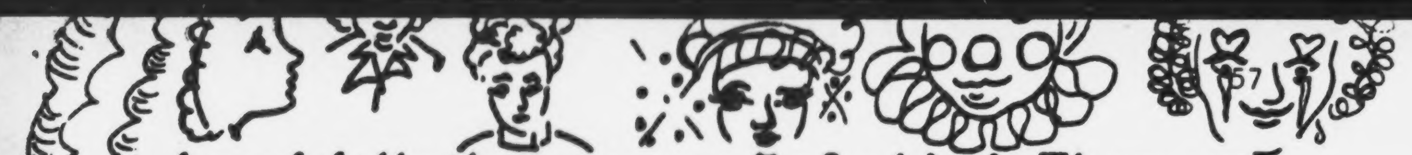


The Funny Thing

(As told by Lula Lee and retold by Gwen W. Winter her great grand-daughter)



This story begins in a sleepy little German village a very, very long time ago. All around the village were tall steep purple mountains. This seemed to be the ideal place to live. Actually,–there was very little laughter in the village . Generation after generation there had been this terrible happening there. Each morning bright and early as the children would awake from their beds, cries and screams could be heard from houses all through the village. What could you imagine had happened to these children? The village folk knew exactly why they were crying. The Funny Thing had had his way again. He had visited the homes of the village children during the night and as was his nature, had taken the most **beautiful dolls** for his dinner! He never took the dirty, ugly dolls. He wanted only the newest and the most beautiful and lovely dolls. He loved to get the prettiest dolls, the dolls with velvety dresses and jewels in their hair. He liked the dolls that had the most delicate faces and hands and the ones that were made by the world's finest doll makers. Best of all he

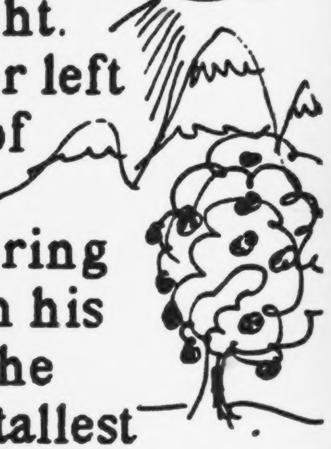


loved dolls that were one of a kind. These were dolls that the doll maker made only one of and then no more.

The Funny Thing? What was he? What did he look like? Well, you can only imagine and decide for yourself about the Funny Thing.

The most peculiar thing about the Funny Thing besides his love for beautiful dolls was his funny neck. It could reach out like a spring to see almost anything that he wanted to see. That is how he found the dolls at night while the children were sleeping. He would reach into the windows with his long retractable neck and see where all the beautiful dolls were hidden and then he would snatch them and have them for his dinner. Well, the Funny Thing had a long tail that reached almost around the village. And when he pushed his neck out, it reached to the other side of the village. He had fish-scale skin and he was every color in the rainbow. Just like looking at the colors in a soap bubble, his dazzling iridescencet color made him a stunning spectacle. His head was shaped like a horse and his feet were like those of a frog. He was a sight to behold on a cold night. Not many

G.W. WINTER '87

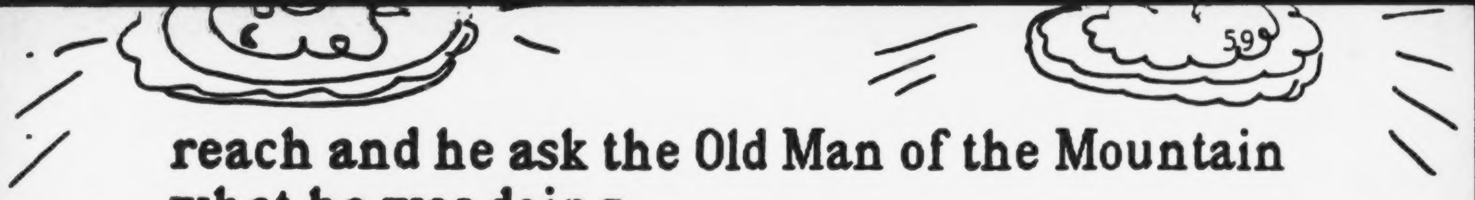


of the village people ventured out at night. Very few strangers and no villagers ever left their homes after dark because of fear of running into the Funny Thing.

As fate would have it, one eventful Spring moring after the Funny Thing had eaten his breakfast, he decided to take a walk up the mountains. Up, up he went, up to the tallest peak he traveled. He stuck his funny head all around looking about to see what he could see. He traveled way past the other side of the next to the tallest peak. All of a sudden he spied a little old man some distance away. He was busy making food for all his animal friends. There in the middle of the forest where he had his little house was a long, long table with all the berries, nuts, herbs and health food combinations you have ever seen. All around him stood the bears, the deer, and birds of every discription and color. There were almost as many animals as there were fruits and nuts on the table. The animals were waiting their turn as the Old Man of the Mountain would feed them one by one.

Well, the Funny Thing was beside himself! He stuck his long neck out as far as it would

G.W. Winter '87



reach and he ask the Old Man of the Mountain what he was doing.

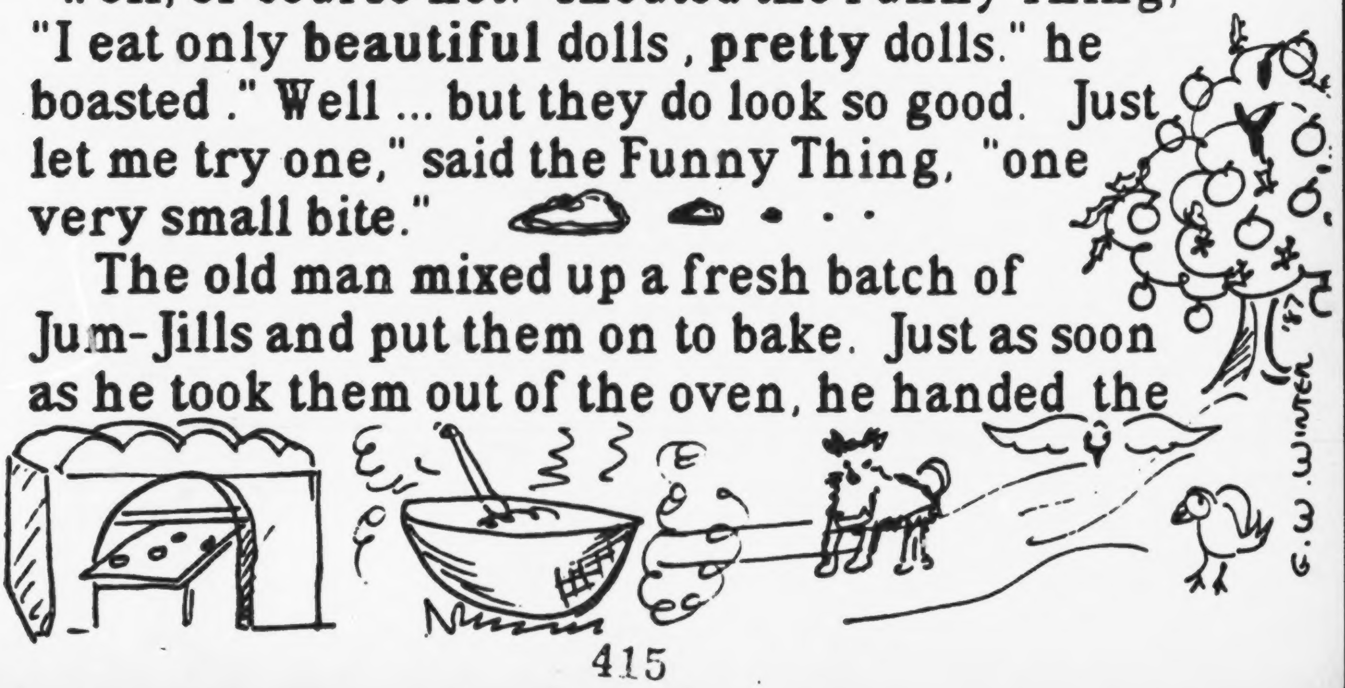
"What are you doing Old Man ?" What are you making?" asked the Funny Thing. " I am making Jum-jills." he replied.

"Jum-jills?" said the Funny Thing. "What are Jum-Jills?" The Old Man of the Mountain kept mixing and cooking and feeding the animals and answered the Funny Thing and kept right on working.

" Jum-Jills are the most delightful dinner you will ever eat. All of the animals of the hills and mountains love my Jum-Jills. They are made from the wonderful fruits and nuts that grow in the mountains. They have berries, nuts, herbs and delightful flowers from the hidden forest." he said. " Would you like to eat one of my Jum-Jills?" ask the old man.

"Well, of course not!" shouted the Funny Thing, "I eat only beautiful dolls , pretty dolls." he boasted ." Well ... but they do look so good. Just let me try one," said the Funny Thing, "one very small bite."

The old man mixed up a fresh batch of Jum-Jills and put them on to bake. Just as soon as he took them out of the oven, he handed the



smallest one to the visitor. The Funny Thing opened up his mouth and plopped it in.

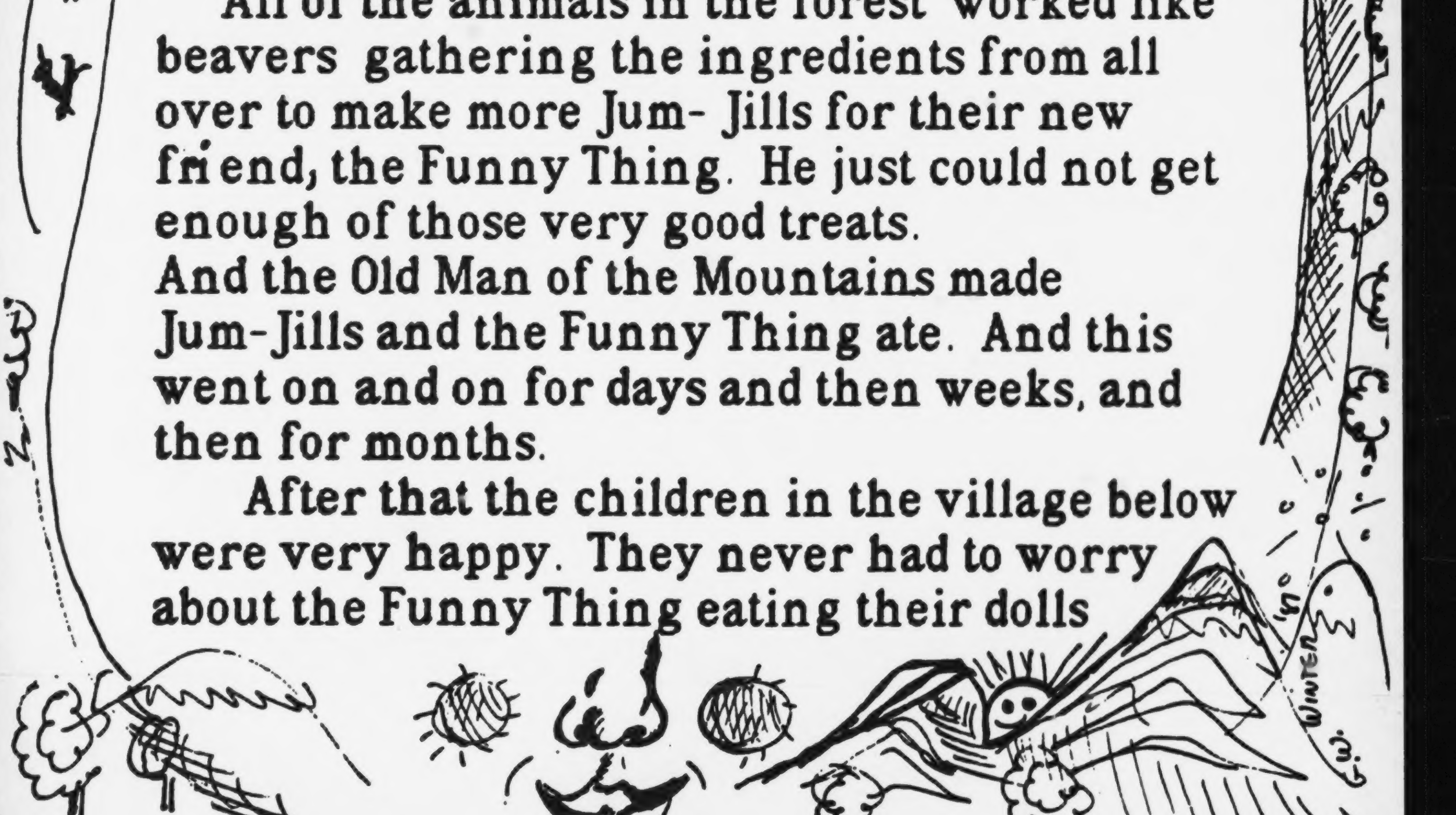
" Juuum," said the Funny Thing. "that is good!"

"Jum-Jills are good. Gems from the hills. What a nice name. Jum-Jills, purred the Funny thing. Each time he baked more Jum-Jills he made each batch larger and larger. Faster and faster he baked and faster and faster the Funny Thing ate. "Can I try another one just a little bit bigger? " he asked. The Old Man of the Mountain said, "Yes." The next two hours the Funny Thing ate and ate and ate and ate and ate Jum-Jills. He just could'nt get his fill of those flavorful delights.

All of the animals in the forest worked like beavers gathering the ingredients from all over to make more Jum-Jills for their new friend, the Funny Thing. He just could not get enough of those very good treats.

And the Old Man of the Mountains made Jum-Jills and the Funny Thing ate. And this went on and on for days and then weeks, and then for months.

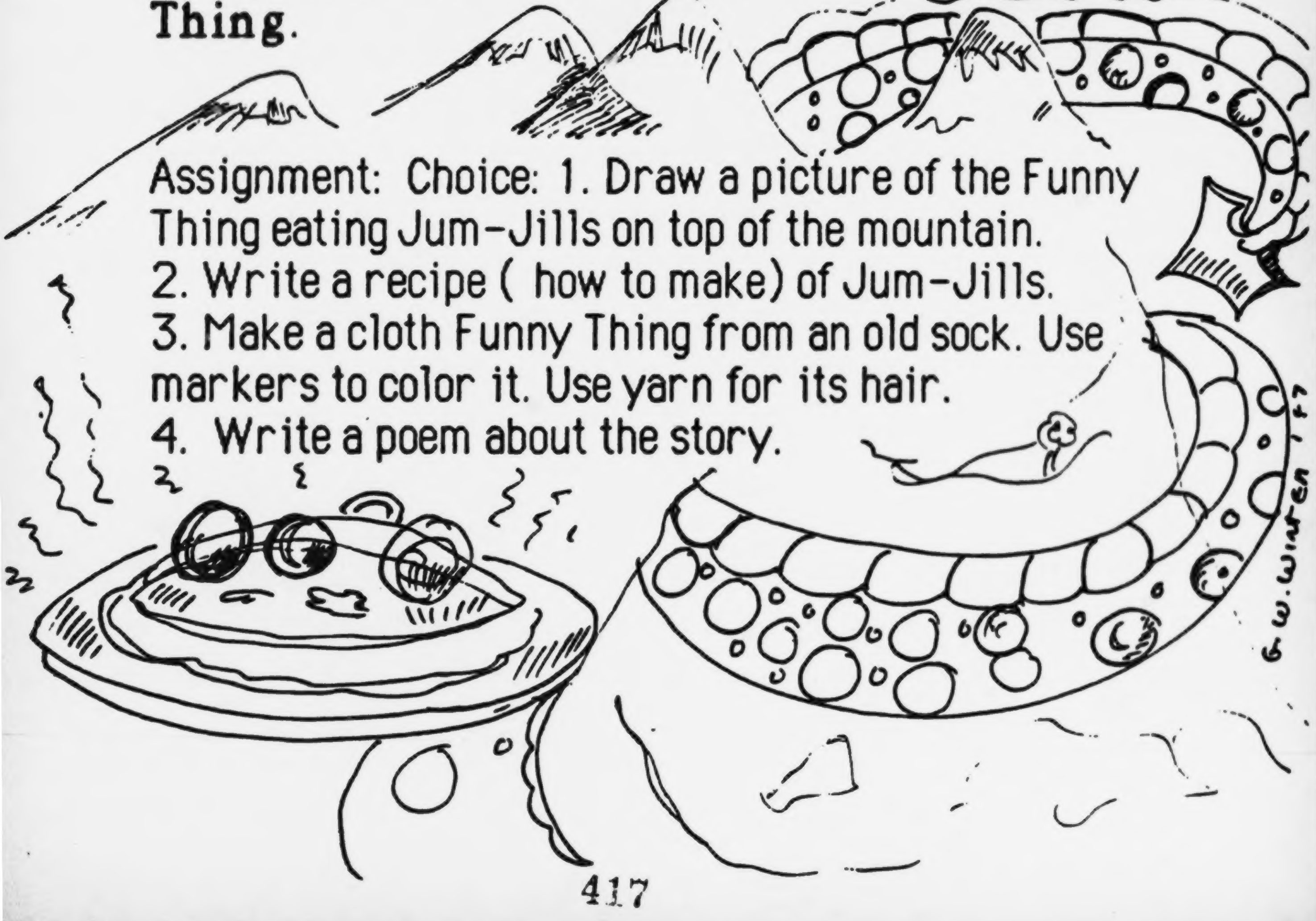
After that the children in the village below were very happy. They never had to worry about the Funny Thing eating their dolls



again. And the people of the village could go out after dark and visit the church and see their friends and neighbors without being afraid.

The Funny Thing is the happiest of all because he has a family all his own now. The animals of the forest are still helping the Old Man of the Mountain gather the ingredients for Jum-Jills.

I do believe if you were to go to that mountain today, you would find the Old Man of the Mountain still making Jum-Jills for his many animal friends and of course, the Funny Thing.



Assignment: Choice: 1. Draw a picture of the Funny Thing eating Jum-Jills on top of the mountain.

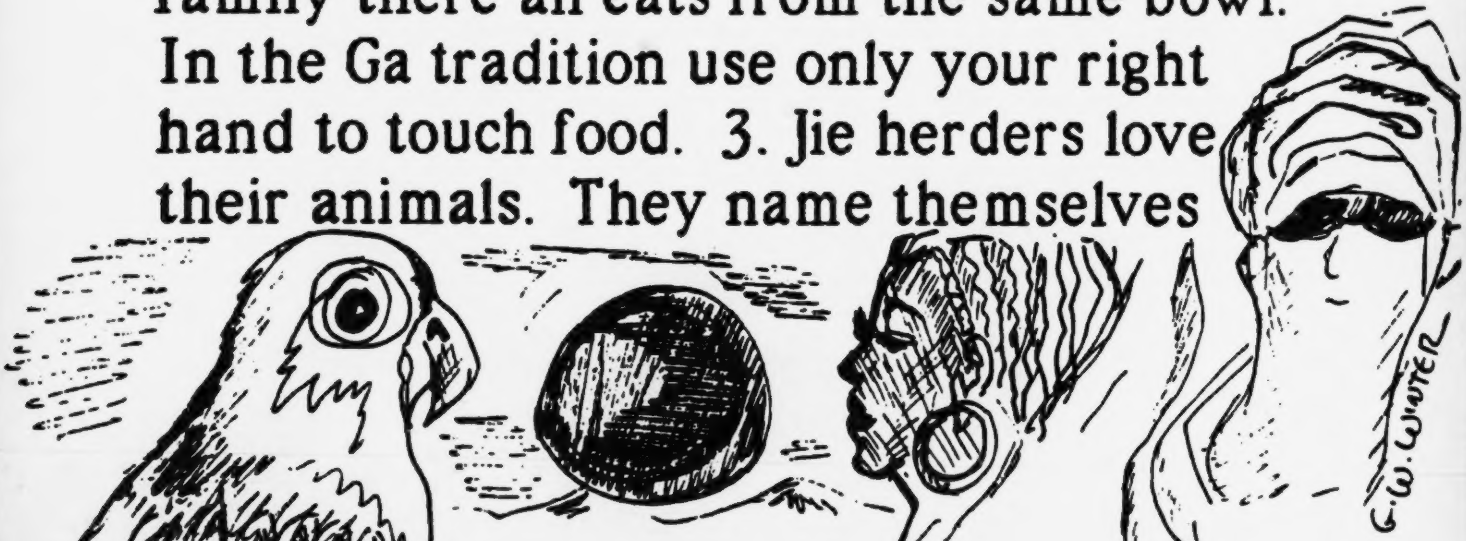
2. Write a recipe (how to make) of Jum-Jills.

3. Make a cloth Funny Thing from an old sock. Use markers to color it. Use yarn for its hair.

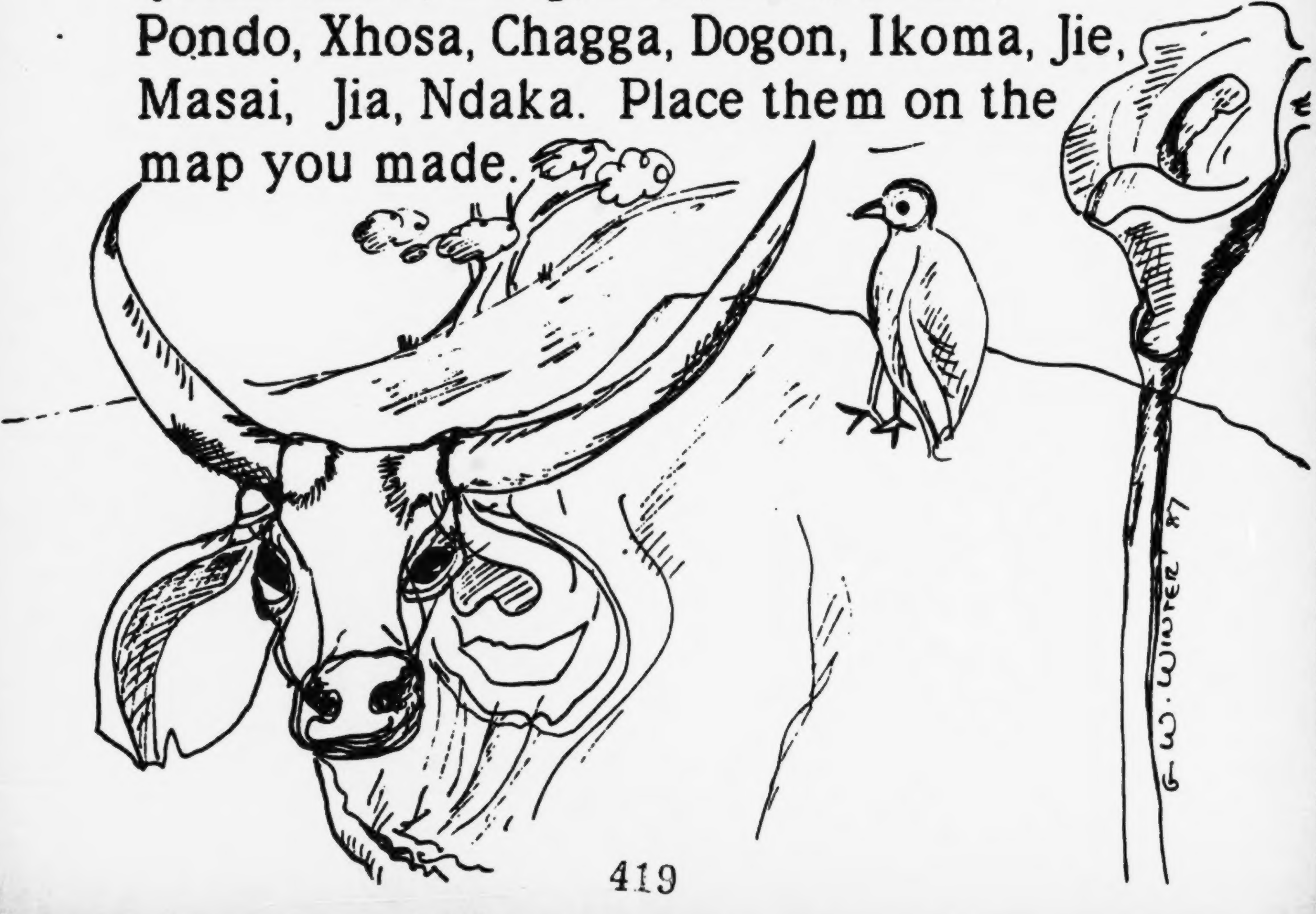
4. Write a poem about the story.

Caldecott Art and Reading and Drawing Assignment: Read the award winning book Ashanti to Zulu : African Traditions by Margaret Musgrove.

Go to visit the 26 African peoples by learning about their customs and traditions. Each village strives to keep a part of their past. These traditions enhance the life of the African people. Look and learn about how the Ewe drummers talk with drums. Choice of art activities. 1. Make an Ewe Drum from an oatmeal box. Decorate and paint it like the one in the picture. 2. Make some foufou and bring it to school for the other children in class to try. Foufou is boiled white yams that you eat with sticks. The family there all eats from the same bowl. In the Ga tradition use only your right hand to touch food. 3. Jie herders love their animals. They name themselves



after their animals. The animals are named for the colors and markings on their bodies. Make anAfrican cow out of clay. 4. Yoruba artist honor their families with beautiful figure statues. Make a statue to a special person that you love in your family. 5. Make a large map of red clay of Africa. Use heavy paper and make the names of the people. List: Tuareg, Hausa, Ouadai, Uge, Yoruba Ga, Fanti, Ewe, Ashanti, Vai, Baule, Wagenia, Quimbande, Kung, Lozi, Zulu, Sotho, Pondo, Xhosa, Chagga, Dogon, Ikoma, Jie, Masai, Jia, Ndaka. Place them on the map you made.



Art Adventure

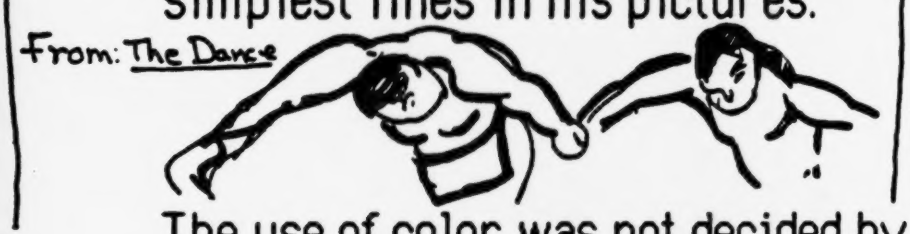
Planning Phase

Name: date:

Let's Look at Art in the Twentieth Century

Let us try to have some understanding of the spirit and feeling of modern art.

One of the century's most famous modern artist was Henri Matisse. These **Fauve** (wild beasts) artists were Derain, Rouault, Vlaminck along with Matisse. This name stuck after their 1905 show in Paris. One shocking part of their theory of art was that it was **experimental. Just like the science of that time.** Matisse painted for a total picture. Everything such as order of objects, negative space and each expression was important. He used the simplest lines in his pictures.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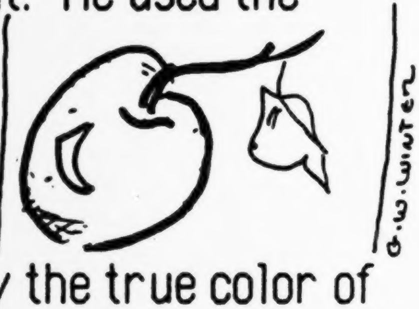
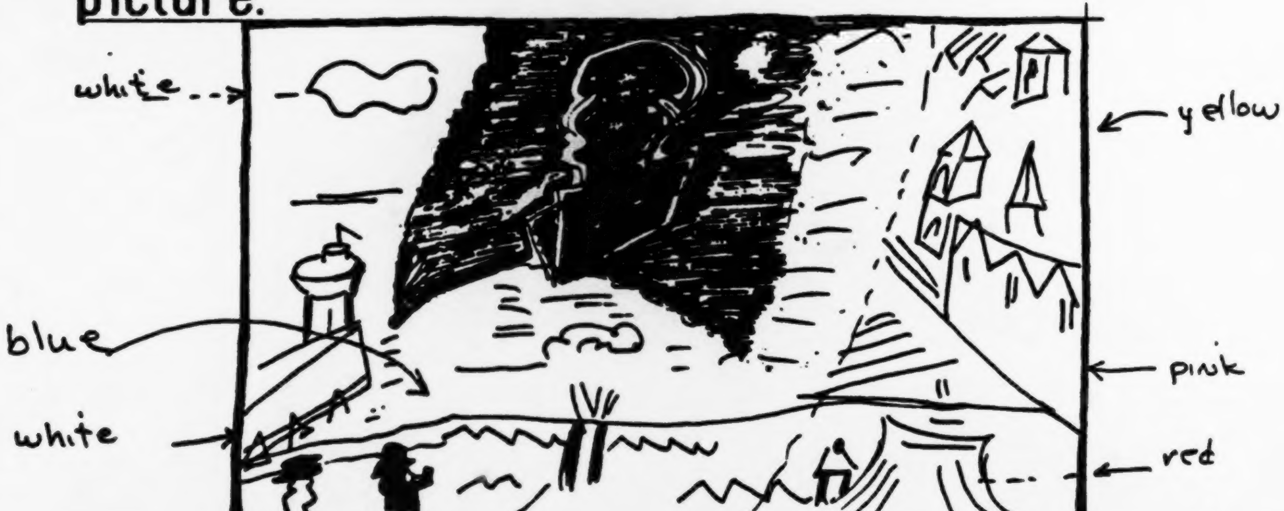
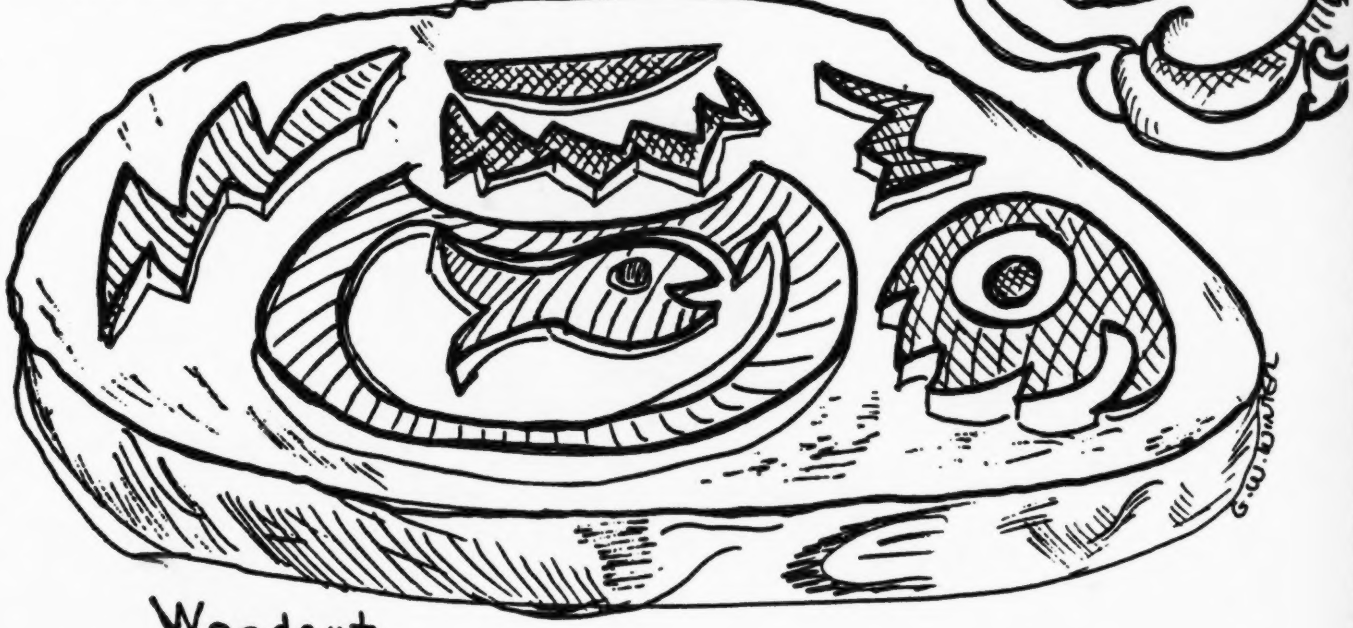


The use of color was not decided by the true color of the object. An apple could be purple, if you wanted it that way. Care was taken with color and line. Raoul Rufy painted Black Cargo. **Color in the rest of the picture.**



Expressionism can take many directions. It is an art movement that can [illegible] shock and upset people. The artist may draw people with wild looking shpes and colors. More than anything else the human face expressed feelings (emotions). These feelings were painted because the German people in their own country had experienced two wars. However, you can express positive (happy emotions) feelings in this type of art.

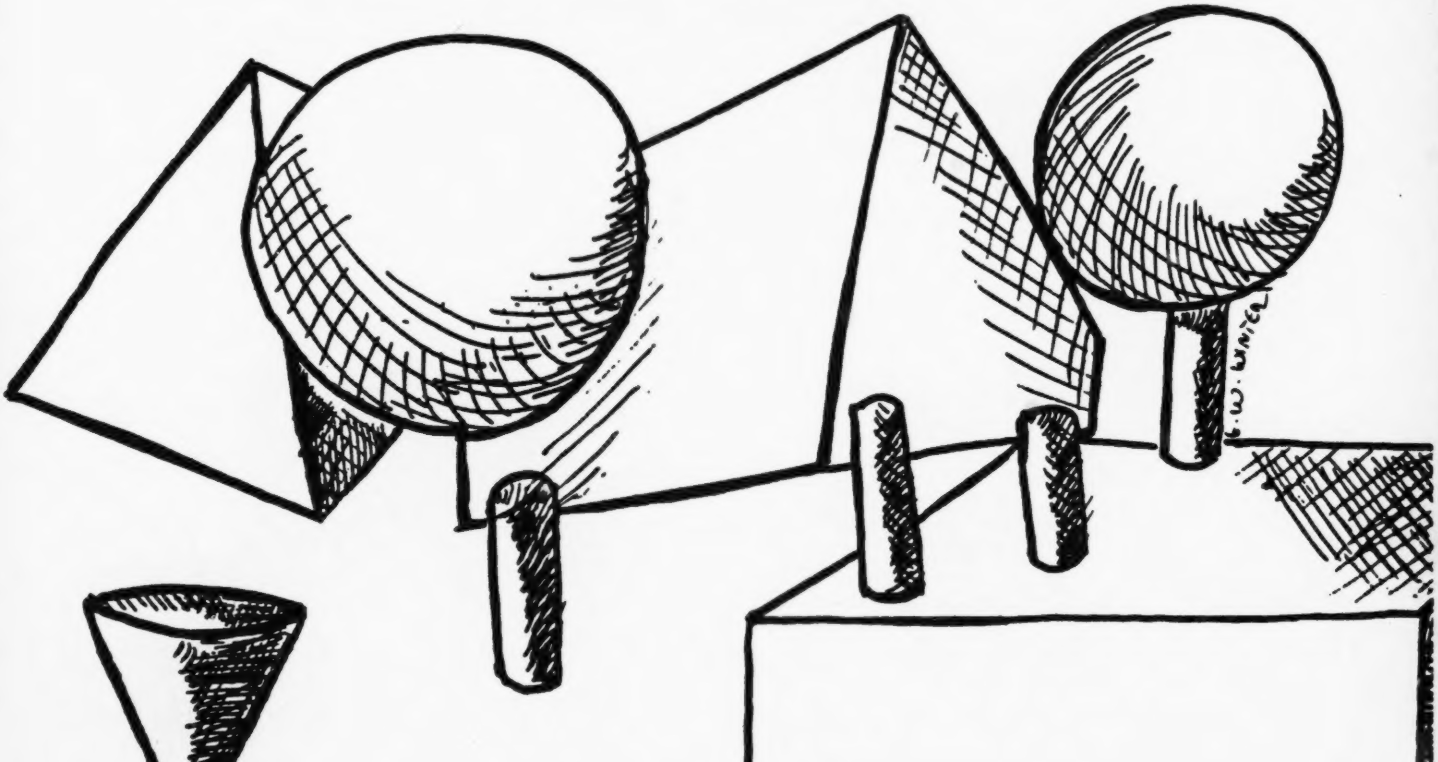
Expressionists often turned to graphic art. They made woodcuts, etchings, and other print- making processes. A woodcut is a picture on a flat piece of wood. You cut away the part you do not want to print. You leave what you want to be black, or color. See the example. A woodcut is a type of relief print made from an image that is left raised on a block of wood.



Woodcut

Influenced by African sculpture, a Spanish artist came to France and started painting faces and people as if he were cutting them out of basic geometric shapes. He discovered that a cube, triangle and sphere make a person. Pablo Picasso's art was called cubism. He used these shapes to make his people .

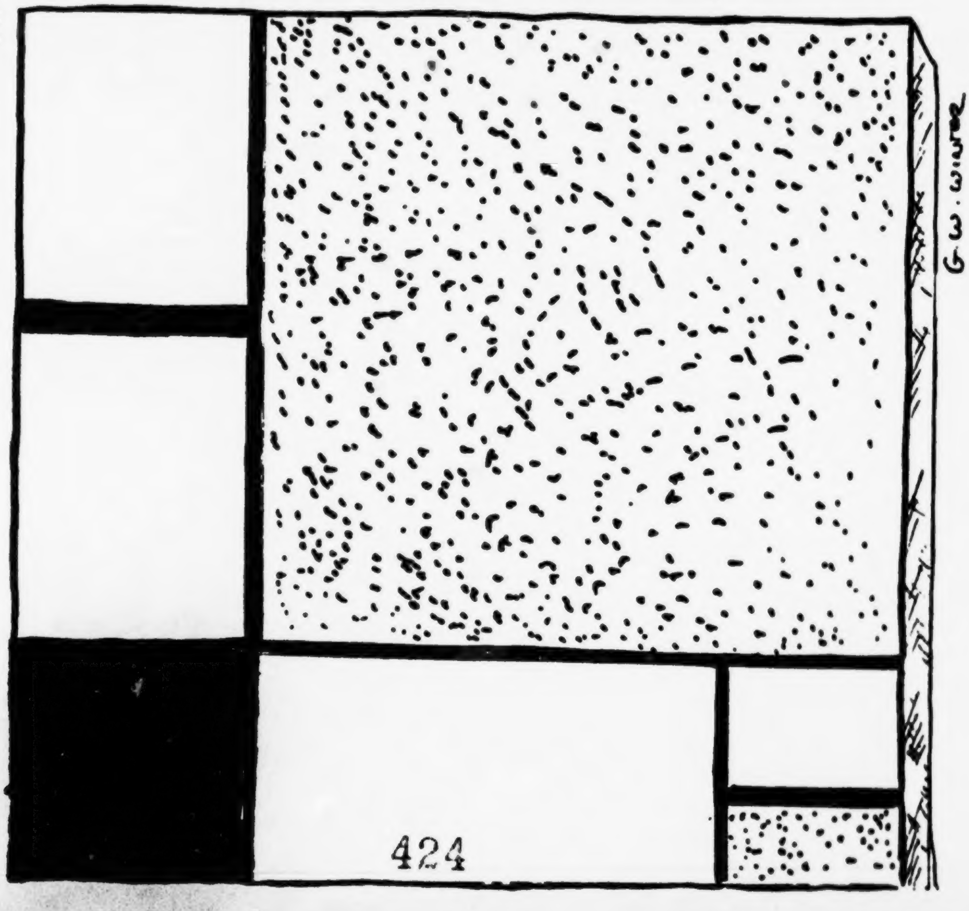
Picasso took his subjects apart and put them back by making them look like carved people. He looked at pictures from many views. And he put one view of a person and then another view together in the same picture . He reduced objects to their most simple form. Picasso dazzled the world with his art. Take different (sphere) geometric shapes and make a picture by placing them into one pattern. Try it. Make a Cubist collage. Look at the example.



Cubism helped other artists to go in other directions. **Futurists** took Cubism and added movement to it. They had **machines** moving in a painting. A Dutch painter named Piet Mondrian painted only rectangles, squares and used primary colors red, yellow and blue. Look at the examples given. Can you see how modern office building developed their design? His work was called neo-plasticism.

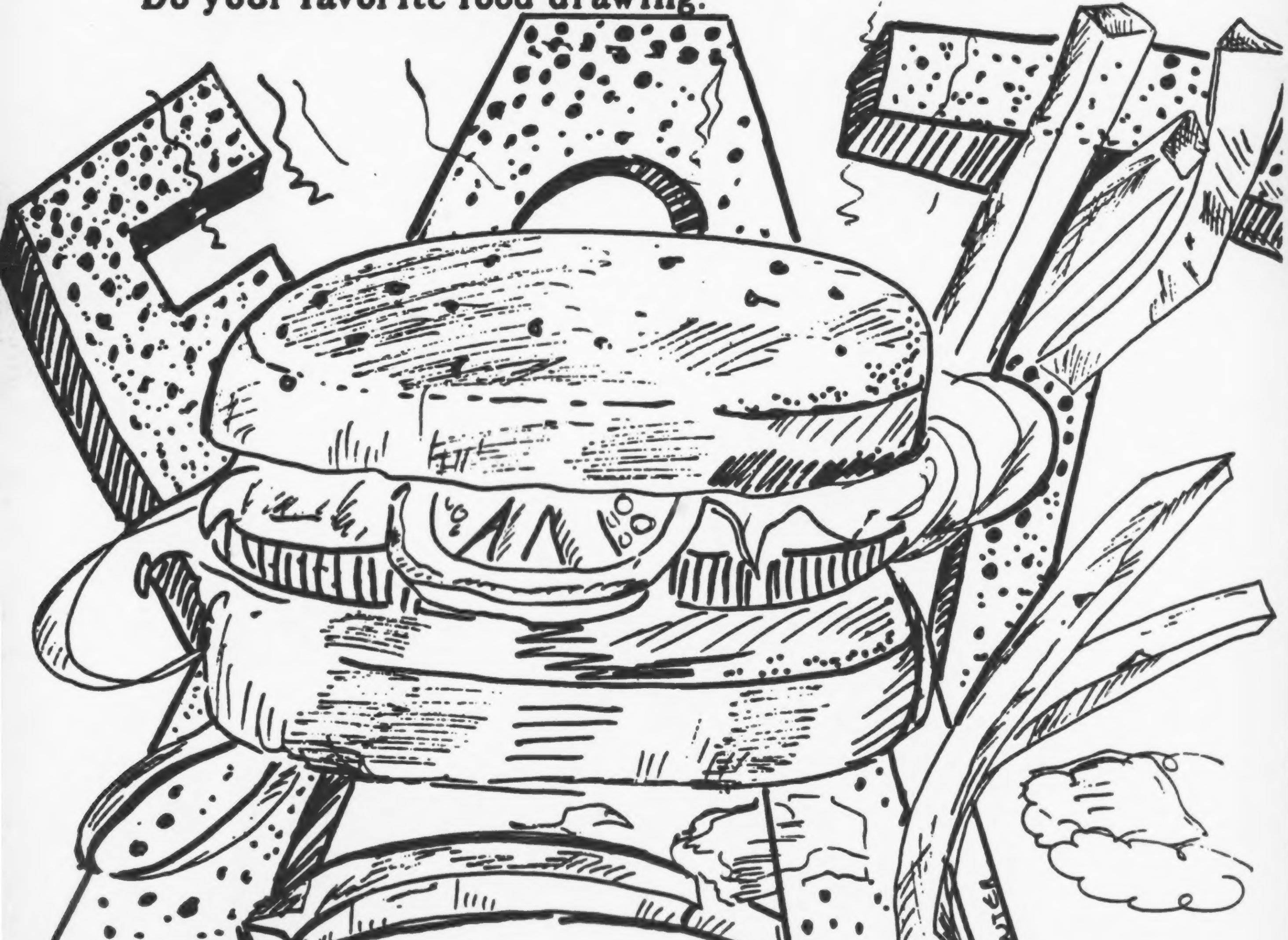
Artists that use the simplest shapes and the basic colors have attracted artist over this century. Mondrian's paintings have only line and color. No objects are seen in his paintings. These pictures could be created by cutting different shapes and colors out and putting them together in a pleasing design. Try it.

Example:

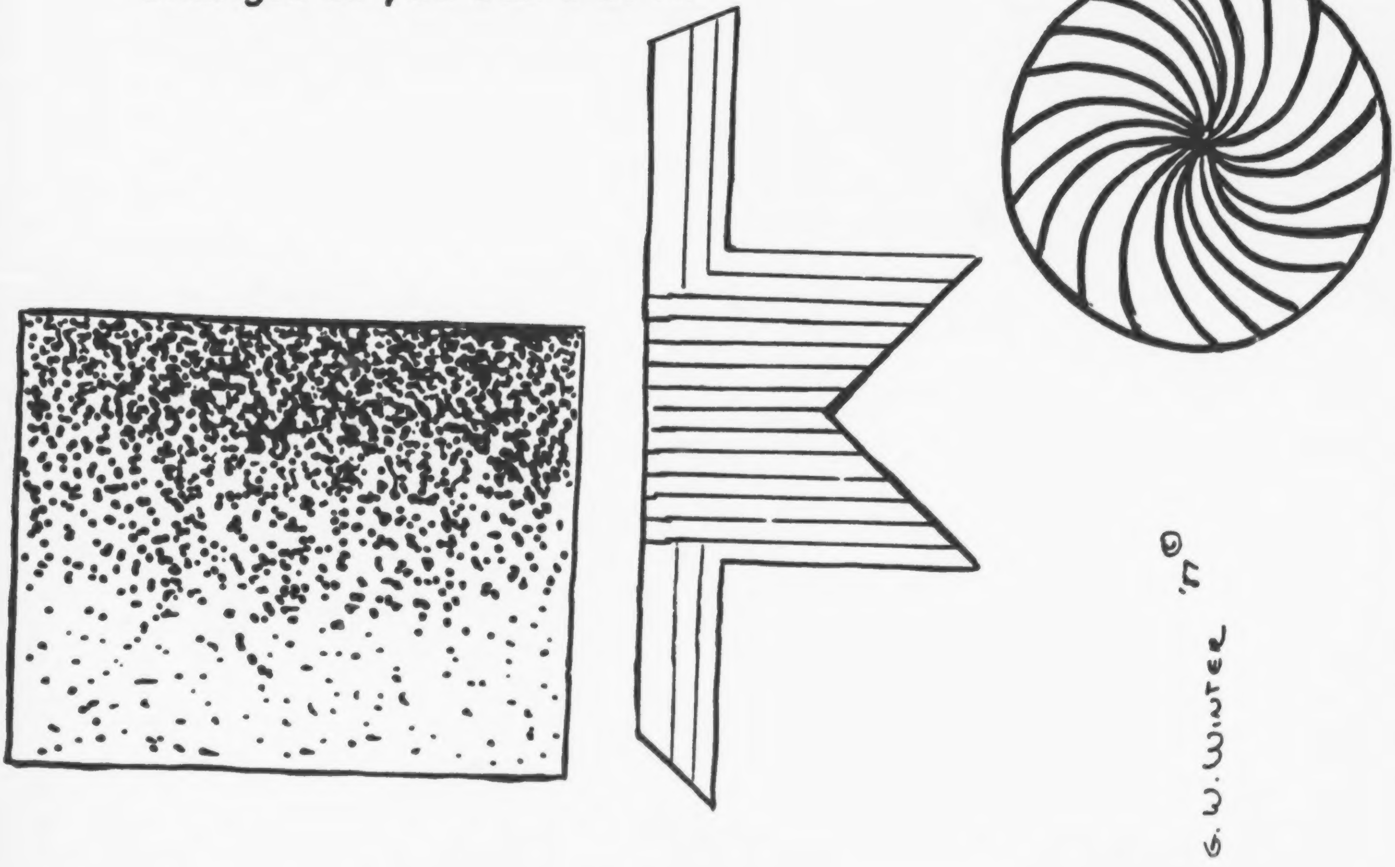


Pop Art found its inspiration through popular American culture. Pop artist used mass media (TV, Radio, Newspapers).

These artists were commercial artists. Andy Warhol produced commercials .. James Rosenquist was a poster artist. They drew pictures of soup cans, hamburgers, and subjects you find in magazines. Even comic strip drawings were used. Look at the example. Do your favorite food drawing.



OP ART BECAME ESTABLISHED IN 1960. It was a return to abstract (not real looking objects) art. These artists have become known as **HARD EDGED** painters. These artists paint shapes with clean, well-defined edges. In the United States the names of Ellsworth Kelly and Frank Stella were the best known artist in this area. Look at examples of this exciting adventure in painting. Two contrasting colors of equal strength , side by side cause interesting things to happen. A visual tension occurs when they are arranged in a design. Try it. It changes as you stare at it.

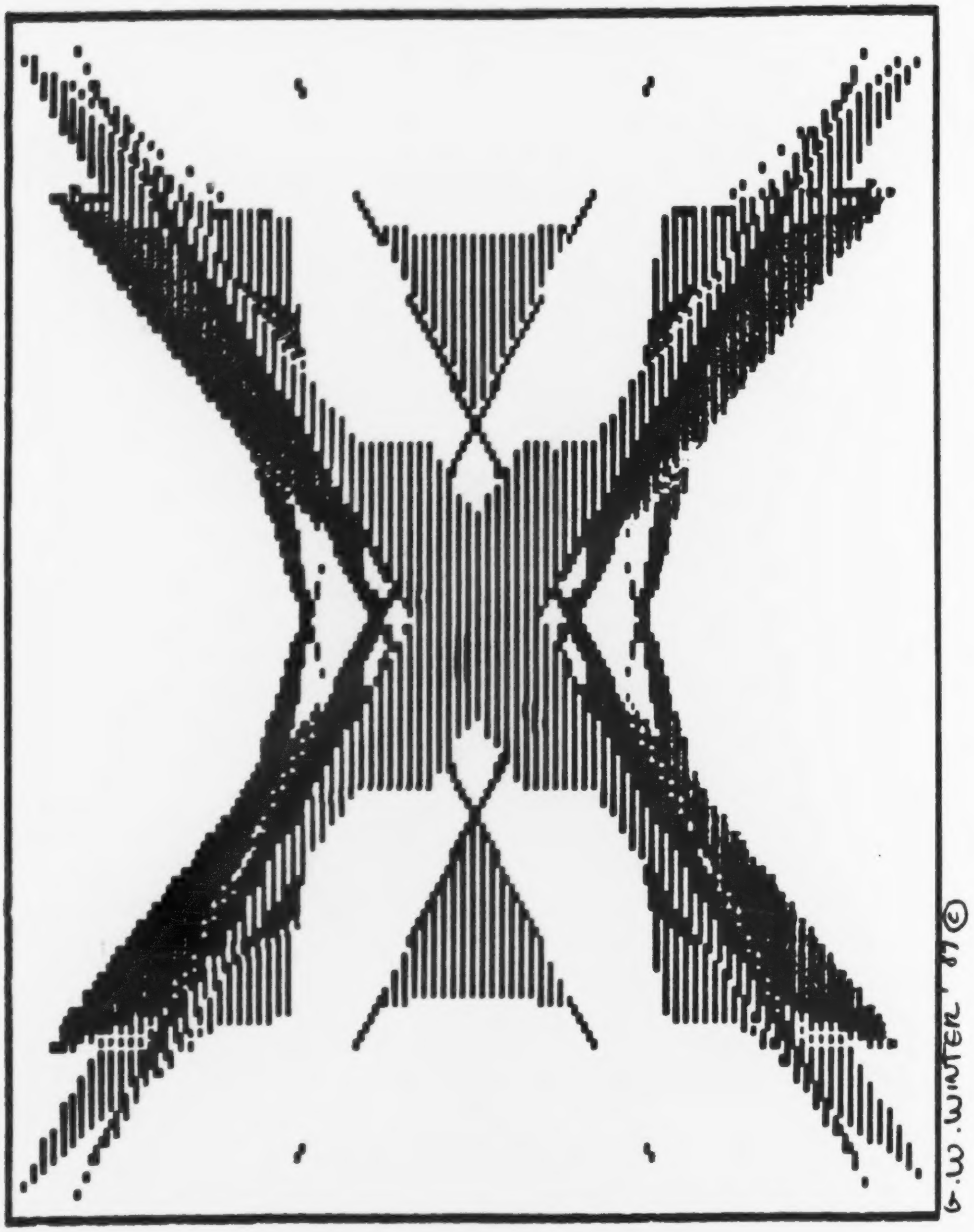


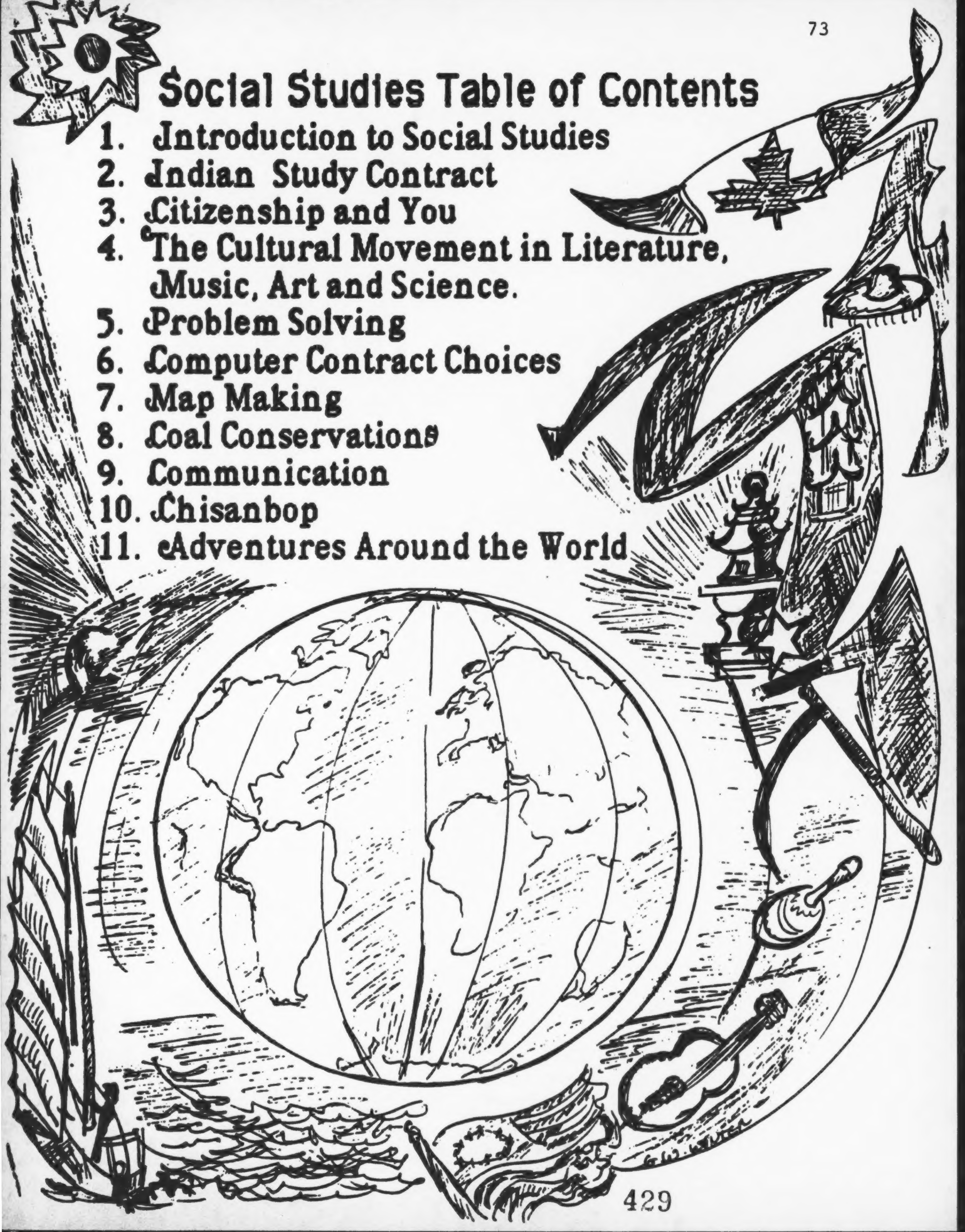
Op artist use an optical illusion or after-image to trick the eyes.

Light art is more than electrified Op art. Dan Flavin has produced some of this art. His art has no hidden meaning. It becomes a part of the room where it is. The possibilities of light art have yet to be found. You may want to be a part of that discovery. What type of art is printed on credit cards now? Why is this used. What is it called.? Joseph Nicéphore Niepce (1826) discovered it ...a Frenchman.
HELIOGRAPHIC ✓ art is a photographic process in which a photosensitive surface is created
__________________________ LOOK IT UP. It is
by placing bitumen on a pewter plate.......................
pictures that are different colors and that move as the light strikes it. All the colors of the light spectrum can be seen. Yes , do you remember Roy G. Biv (red, orange, yellow, green, blue, indigo and violet)? There are no examples here. Ask an adult to show you their plastic credit cards. You will find them there. Art reflects the culture of that time. How exciting the new electronic art is. You

Light Art

are looking at it on this page. Itwas created on a computer. See the drawing. ..It is electronic art. You try it now on your electronic computer.





Social Studies Table of Contents

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10. Chisanbop
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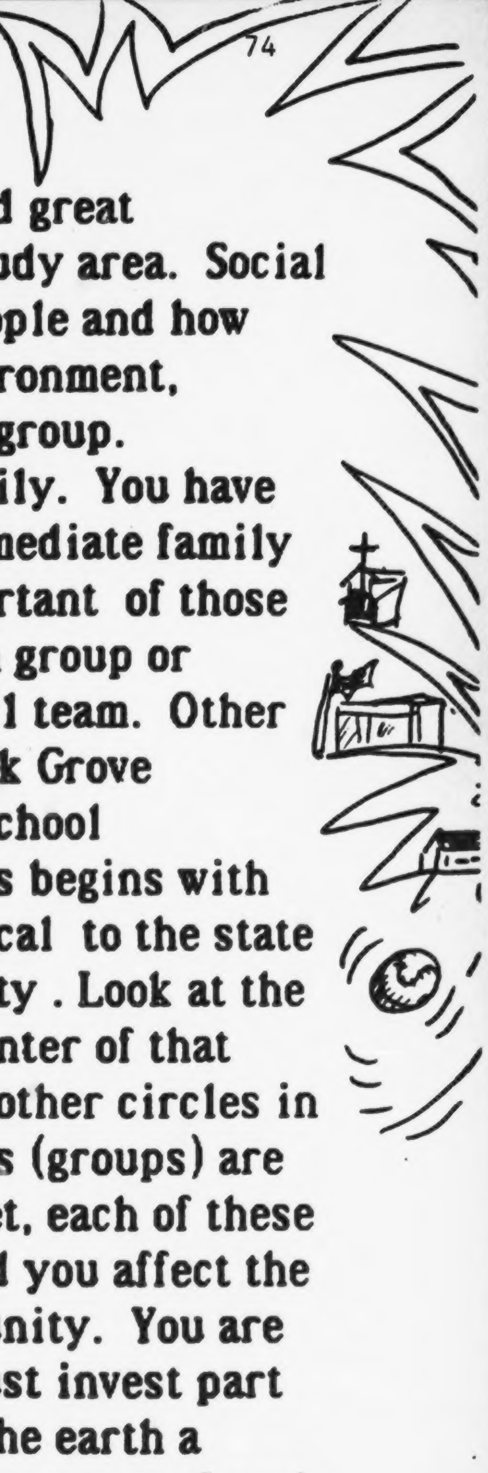
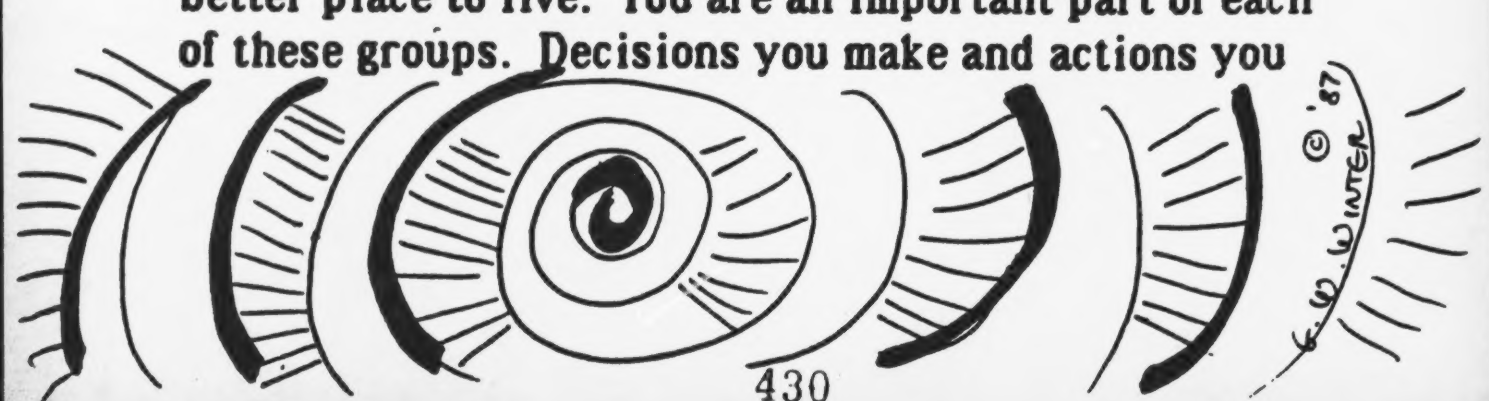
SOCIAL STUDIES ADVENTURE 4

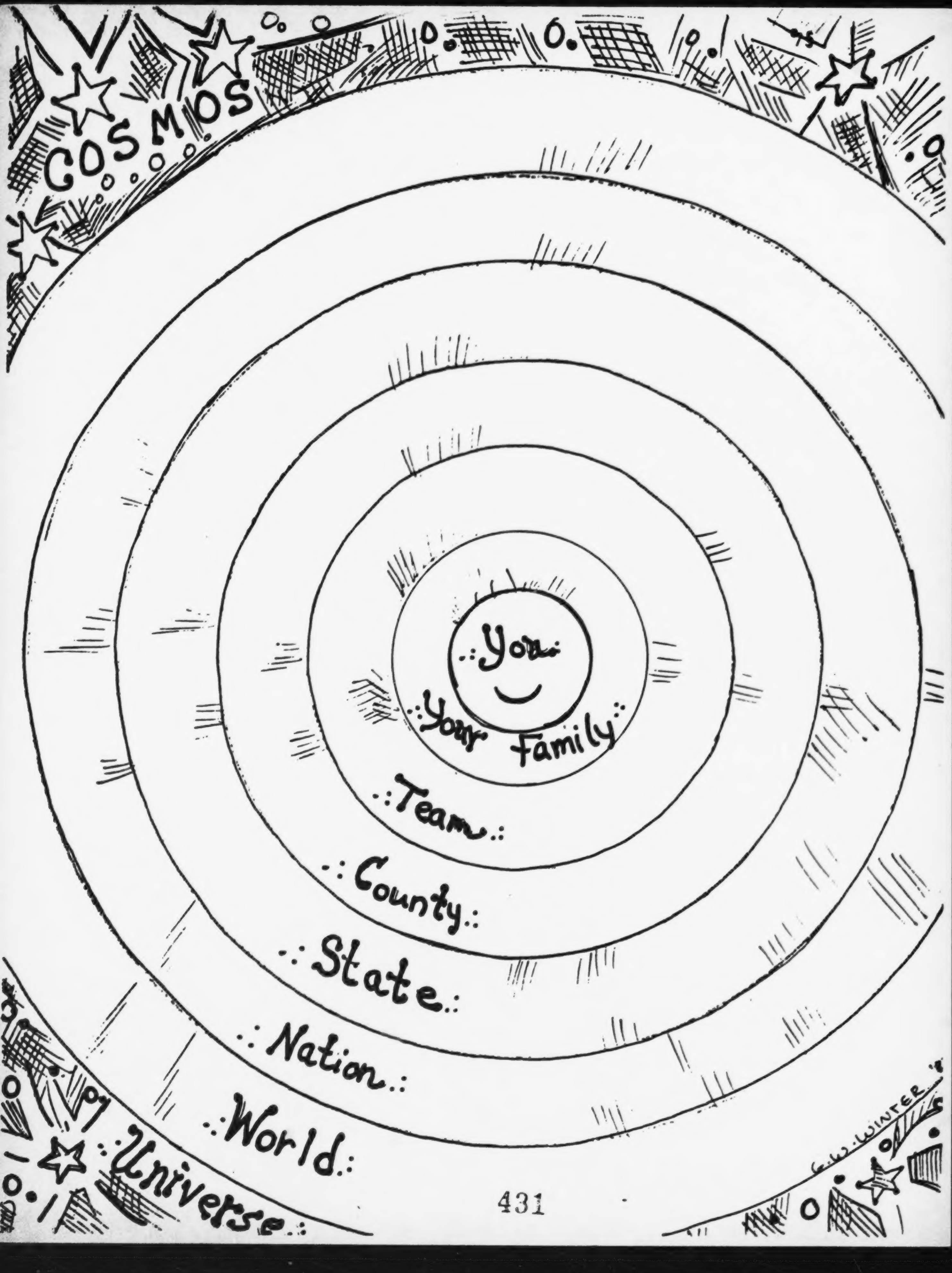
INTRODUCTION:

Social studies is a most exciting and great adventure. We all are a part of this study area. Social is a word that tells about groups of people and how they react and interact with their environment, culture and groups. We all belong to a group.

You are first a member of your family. You have membership in many groups. Your immediate family and relatives are one of the most important of those groups . Many of us belong to a church group or community group. An example is a ball team. Other people belong to a larger group like Oak Grove Community. You are a member of the school community. This circle of communities begins with your family and expands from your local to the state community on to the national community . Look at the circles of communities. You are the center of that circle and you are a member of all the other circles in the groups. The more important circles (groups) are the ones that are the closest to you. Yet, each of these community groups affects your life and you affect the lives of all the members of each community. You are not the center of the world, but you must invest part of your life in protecting and making the earth a better place to live. You are an important part of each of these groups. Decisions you make and actions you

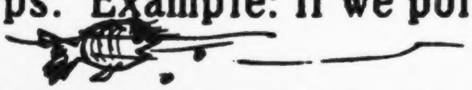


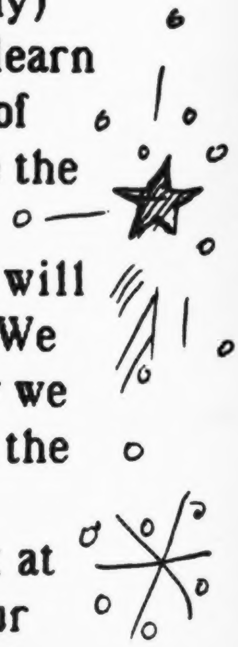



COSMOS
You
Your Family
Team
County
State
Nation
World
Universe
C.W. WINTER

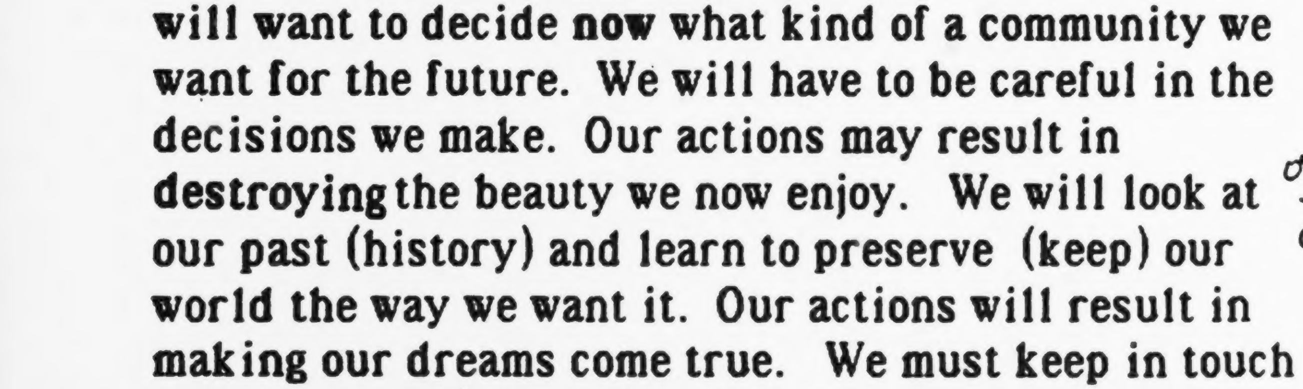
take affect all the groups.

What each of us does (social living) and the decisions we make about our human needs, and wants, work and employment, property, environmental resources (air, water, soil, fuels, forest, sun) and our resource management (conservation) can make the earth a successful and worthy place . We must take care of our communities. All of them need our care.

We must also take a look at scarcity (not many) and abundance (much) of our resources. We will learn about cause (reason for action) and effect (result of that action) relationships. Example: If we pollute the water, the fish will die. 



The decisions we make and the actions we take will result in changing the world that we now live in. We will want to decide now what kind of a community we want for the future. We will have to be careful in the decisions we make. Our actions may result in destroying the beauty we now enjoy. We will look at our past (history) and learn to preserve (keep) our world the way we want it. Our actions will result in making our dreams come true. We must keep in touch with our past (history) and use the lessons learned and dream of a better tomorrow. Let us all join hands in the circles that we touch and make a happy and healthy world. Together we make the decisions that mold and make the world of our future.

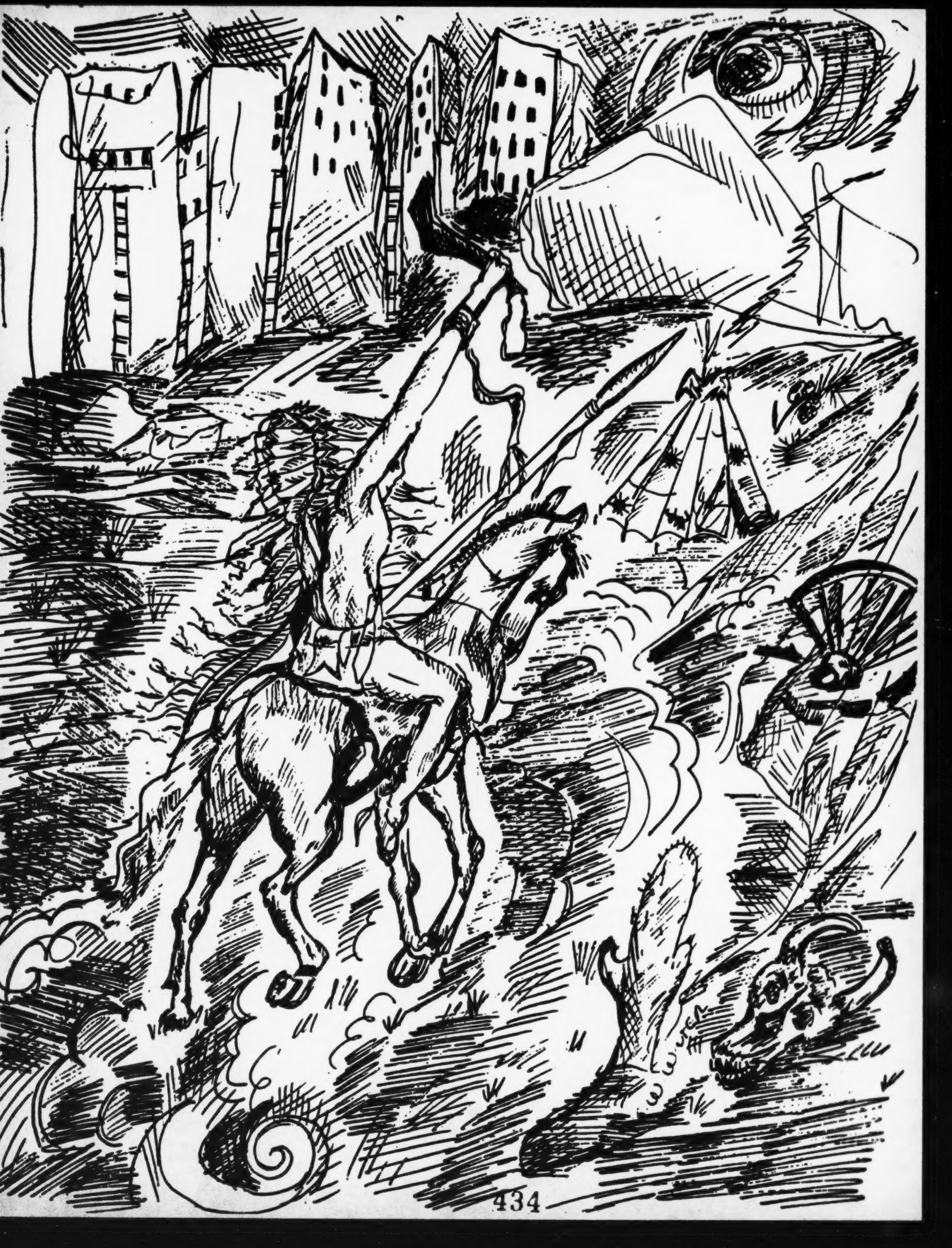


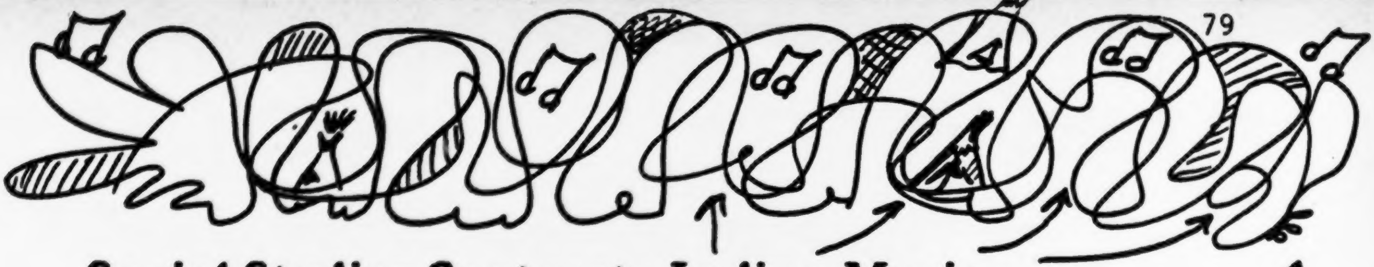
Social Studies: DIRECTIONS FOR FINDING THE ANSWERS TO QUESTIONS IN THIS LEARNING CENTER

Most of the answers to the questions in this learning center are found in the World Book Encyclopedia. You will need to learn to use references. Ask the media specialist at your school to help you learn how to use encyclopedias.

Learning about important places in the world is an adventure you do not want to miss. One day you may have the opportunity to travel to the places you will visit by reading. There are many books you may want to read that will tell you about the many countries in the world. A new world opens up to you when you read. You could teach other class members about the countries you learn about. You can write a contract to have a special day for each country you learn about. Look at the contract page on planning a special celebration in your class on a visit to other lands. Learning is fun when you share it with other children at your school.

Reading
The World





Social Studies Contract: Indian Music

Read **Do** **Check** ✓

__Select:

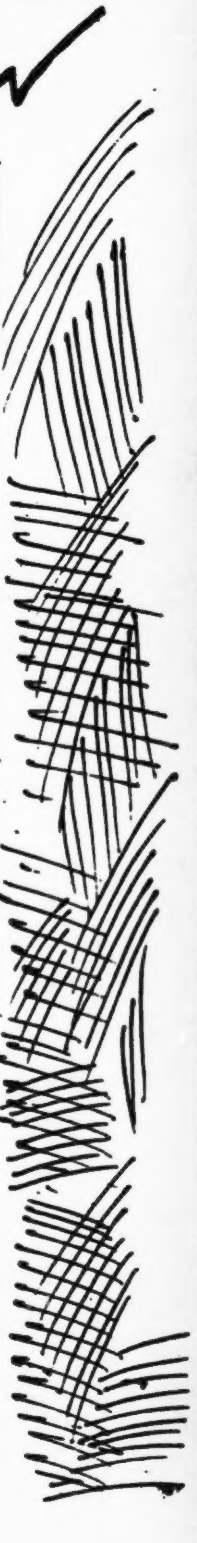
1. Ask your music teacher to show you some examples of Indian music. Learn one song and teach it to another person.

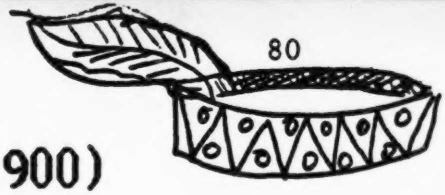
2. Go to the library and get a book about Indian musical instruments. Make one of these instruments.

3. Learn to play the musical instrument you made.

4. What kinds of songs did the Indians sing? What was important to the Indian people? What do you sing about?

5. The music and art productions of people tell about what the people value. What does the music you hear today tell you about what people value?

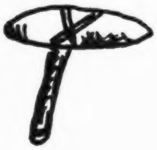
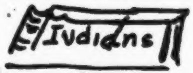




Indians Study Contract (1850-1900)

Name

Date

Use	Do	Check
1. See a filmstrip on Indians (Ask Librarian).		
2. Tape a story about American Indians for other children to hear.		
3. Make a poster about the tools that indians made. 		
4. Make an Indian pottery dish. Look at the designs on the pottery and design your dish. They drew pictures of birds, animals, and things from nature.		
 5. Select a book about any American Indian tribe. Give the report in class.		
6. Write a haiku poem Review: It has 17 syllables, and a line pattern of 5,7,5.		

√Check

Indian Study Contract

Name______________________________Date________

1. Look at your local art museum for Indian art. What do you see that the Indians valued? List what they drew in their pictures.

2. Indian art is found on pottery, jewelry and relics (quaint old objects). What value (good) does their art have for our life? Beauty in art has value because it enriches (improves) our life. What have you learned about Indian history from their art? Example: a. What did they eat? b. What did they wear? What did they believe in? c. How did they care for their familiy?

3. List three Indian customs. (birth, marriage, ceremonies) Draw pictures of what they did.

4. Tell (in pictures) how the Indians helped the American colonists survive?

5. Mothers today carry their babies Indian style? Make a papoose out of paper. Paint it.

G.W. WINTER

Our Indian Heritage

Name________________________________Date________

Read **Do** **Check**

1. Of the 30 Indian tribes in S. C.,the chief tribes were the Catawba, the Cherokee and the Yamasee. Discover in the pages of history the unique characteristics of these three tribes. Make a poster that shows these differences.

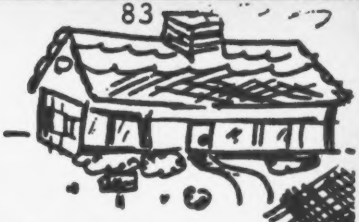
2. Name 5 rivers in your state with Indian Names. Draw them on a map.

3. Name 5 states in the United States with Indian names. What do these names tell about that state.

4. Indians have no written language. How do we know their history?

5. What other reminders of the Indian nations can we see in our culture(Food, clothing farming practices, music, houses,ceremonial customs)?

6. What Indian rivers outline the southern border of S. C. Explore their origin. Draw the rivers.



Helping Hands for Citizenship and You –

Discussion: In each choice of adventure and information search about who is in charge you may select any one of the given names and make a discovery. Each person at home has certain responsibilities and duties. Look, listen and learn.

1. Each household member is in charge . They have separate but equal duties and responsibilities. Each family decides how those duties are divided. For example: Mother may take care of the home cleaning, nurturing (taking care of) the children, cooking, washing clothes(with dad's help). Dad keeps the yard, does needed repairs, heavy housework, works on a job away from home (with Mother's help).

The grandparents share in the family history, story telling, holiday celebrations and other family customs (birthdays, quilting, old recipes).

2. In the school setting each member has certain duties and responsibilities. As a unit, the children, the teachers and the principal all have their specific duties. The children learn and participate. The teachers teach and prepare lessons. The principal takes care of the buildings and administrates (manage). They all work together to make a good learning environment for children to grow and learn. The school community has parents that help in so many ways. They are also partners in the school team.

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We the people

Citizenship and Your Citizenship Contract

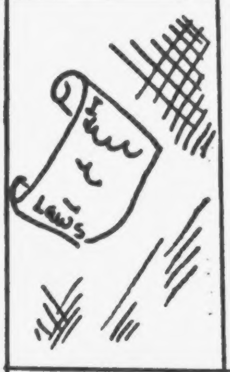
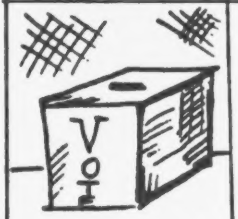
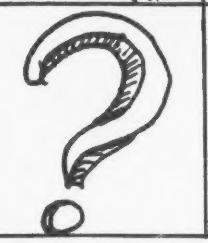
Name____Date__________

1. The Congress of the U.S. makes the laws. Circle the members names. List: Jury, Senators, Voters, Representatives.

2. Who is the formal head of Congress? Circle Majority leader, Vice-President, Senator.

3. Congress is closer to the people than any other branch of the government. Members are elected by the voters. Find out the names of Congressmen in your district. Look up their names in the library.

4. Name the two groups in The Congress. How are they are elected?

Citizenship and You
Citizenship Contract

Name____________________ Date__________

Use	Do	Check
1. **Who is in charge in your home.** Circle: Mother, Father, Grandmother. What are their duties. List:		
2. **Who is in charge in your school.** Circle: Teacher, Principal, Janitor. What are their duties. List:		
3. **Who is in charge (political) in your town?** Circle: Governor, Mayor, President. What are their duties. List:		
4. **Who is the top person in your** state. Circle: Mayor, Governor, Police Chief. What are their duties?		
5. **Who has the top (political) job in** your nation. Circle: Chief Justice of the Supreme Court, President, Secretary of State. List their duties.		
6. How were they **selected** for these positions of power? Circle: Hired, Elected, Appointed, Rewarded, Given away.		
7. Make a **chart** of how each of the above people got their position of power. Include their duties.		

Citizenship and You

Name________________________ Date________

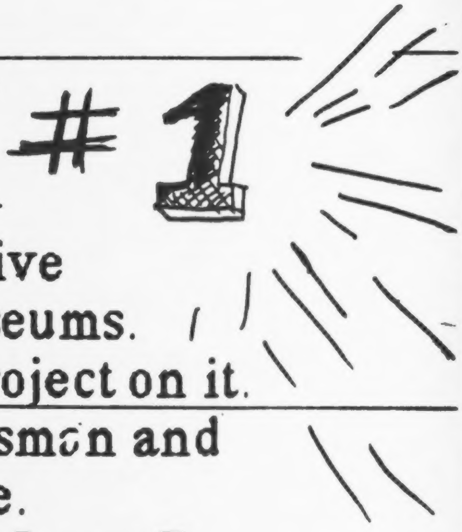
Read Do Check √

1. Draw a map of your state and identify and locate the capital.

2. Draw a picture of the state flag, flower, and write the motto.

3. What is the nick-name for the people that live in your state. How did they get that name?

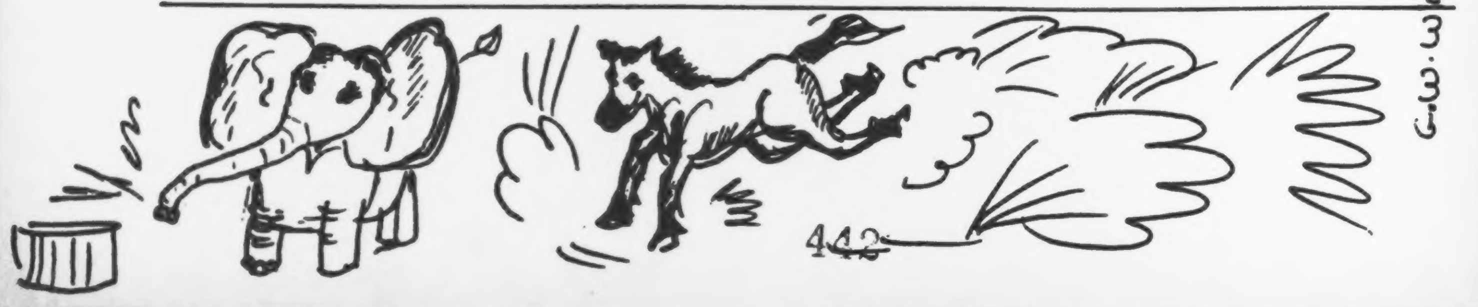
4. Trace the history of the name (South Carolina) of your state. List the important events that led to its final name.



5. The first in early achievements in this state were;First theater, first opera performance, first fire-proof building, first steam locomotive in service, and one of the first museums. Select one of these and do an art project on it.

6. Select one of the following statesman and write a two page paper on their life. List: Ben Tillman, Bernard Baruch, James F. Byrnes, Andrew Jackson, Charles Pinckney, John C. Calhoun, William C. Westmoreland.

7. Name the 2 major political parties in S. C.

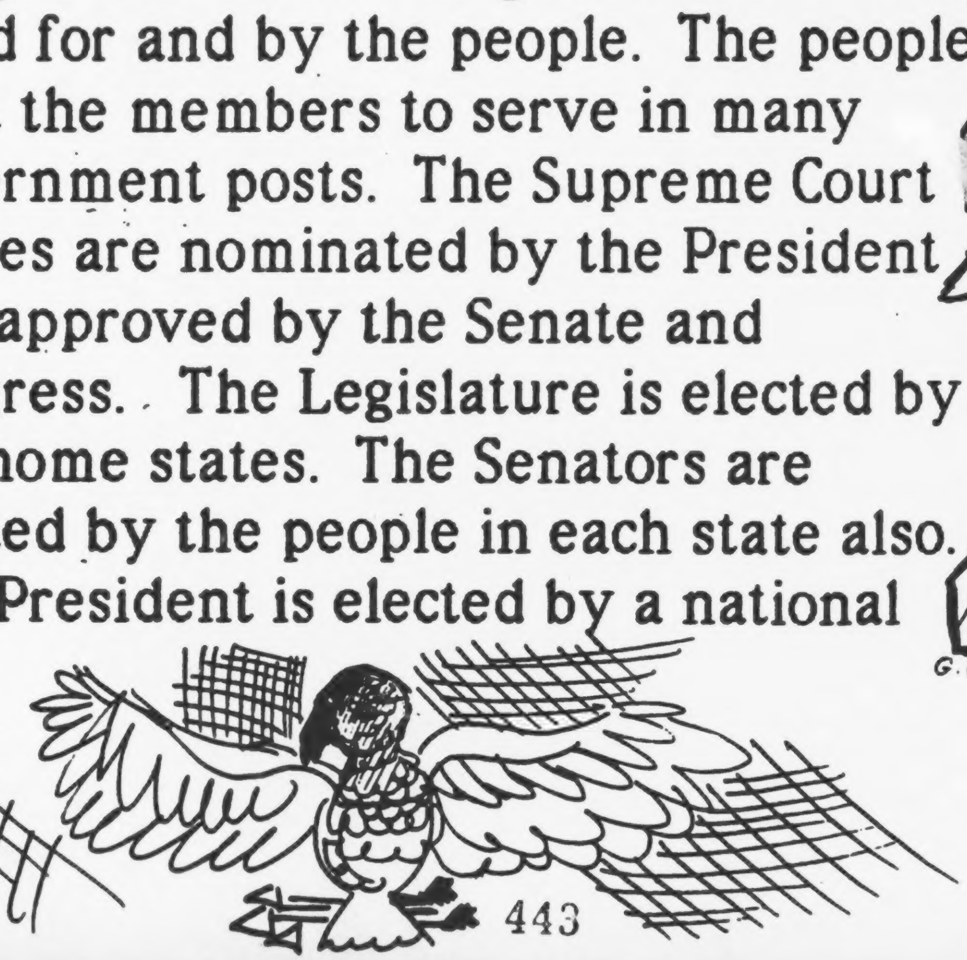


DID YOU FIND THE ANSWERS DIFFICULT?

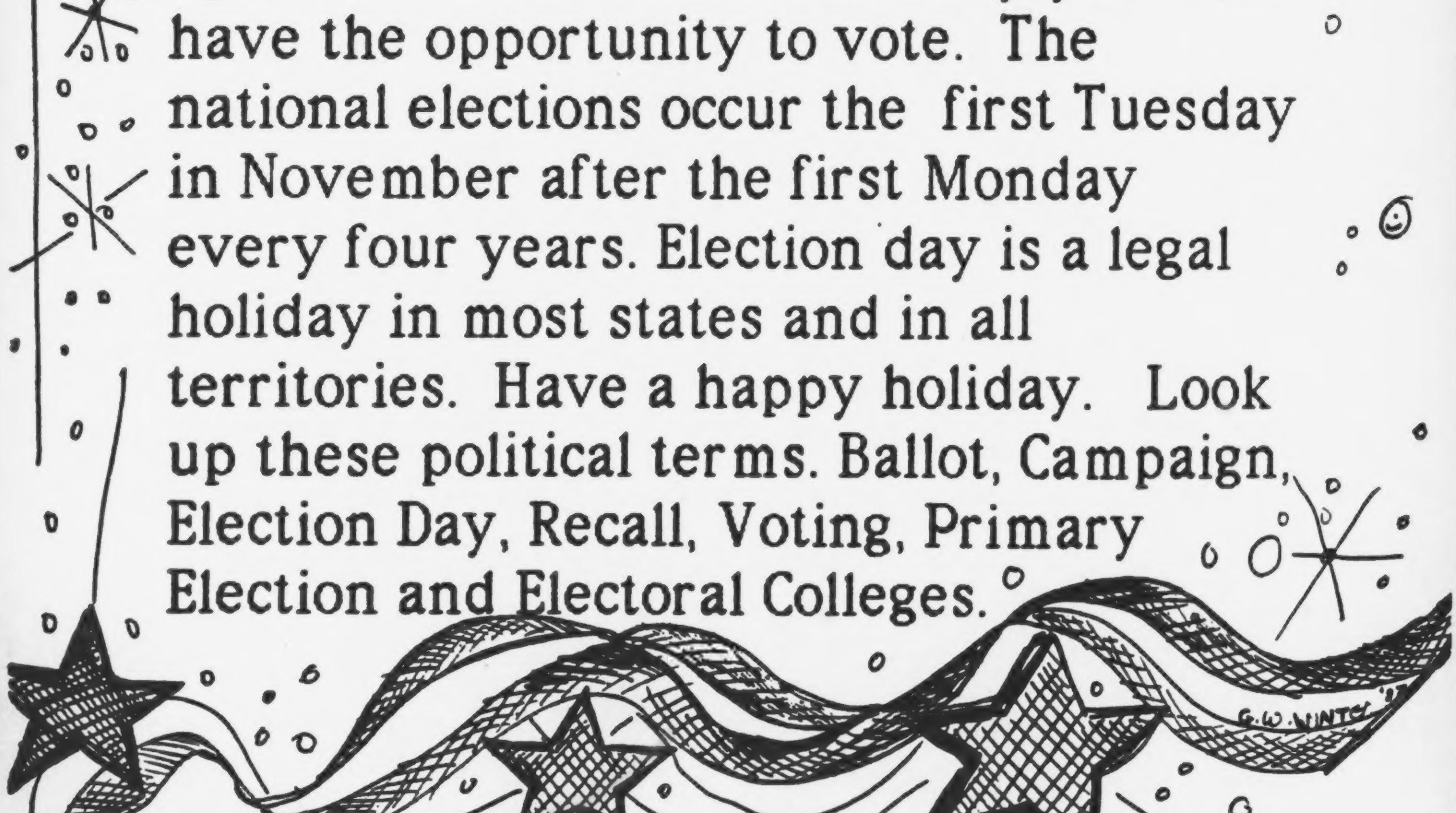
Making the correct choices on the who is **in charge** page was not easy. There is a puzzle to be explored there. All the pieces fit. All the units , the home, the school, the state and national governments are all organizations with different powers and different responsibilities.

G.W.Winter '81

In the United States of America, no one person rules. The government is ruled for and by the people. The people elect the members to serve in many government posts. The Supreme Court Judges are nominated by the President and approved by the Senate and Congress. The Legislature is elected by the home states. The Senators are elected by the people in each state also. The President is elected by a national



election and the **Electoral College**. The United States Constitution provides that the President shall be elected by a body of presidential electors chosen by all the states. Every state has as many votes in the Electoral College as the total of its senators and representatives in Congress. In the election, the candidate who wins a plurality (the highest number) wins. Each person must be a registered voter in the state and national elections. The voting age is 18 in all states. Someday you will have the opportunity to vote. The national elections occur the first Tuesday in November after the first Monday every four years. Election day is a legal holiday in most states and in all territories. Have a happy holiday. Look up these political terms. Ballot, Campaign, Election Day, Recall, Voting, Primary Election and Electoral Colleges.



The Cultural Movement in Literature, Music, Art and Science in Early America Times

Helping Hands: Just Read

1. Listed below are six great writers that produced works that were good.

    a. Washington Irving wrote Rip Van Winkle and stories about early Dutch settlers.

    b. James Fenimore Cooper wrote Leatherstocking Tales about American boys imitating Indians and settlers.

    c. Nathaniel Hawthorne wrote The House of Seven Gables about his New England home.

    d. Poetry about the new land was produced by William Cullen Bryant, Walt Whitman, Henry Wadsworth Longfellow, John Greenleaf Whittier and Edgar Allen Poe.

    e. Ralph Waldo Emerson wrote about individual freedom.

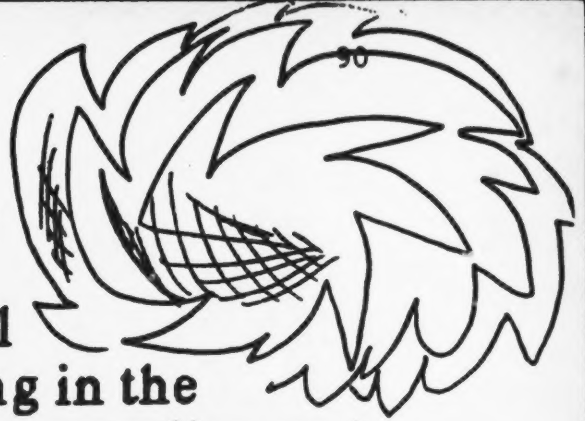
    f. Walden by Henry Thoreau was a rebellion against the industrial revolution.

2. Notable scientific progress was made during Jackson's era and the pre-Civil war..

    a. Asa Gray was an outstanding botanist.

    b. Joseph Henry began to work on electricity ideas.

Assignment: Select some of the works by the writers and look for the children's version in the library and read the works of these noted writers.



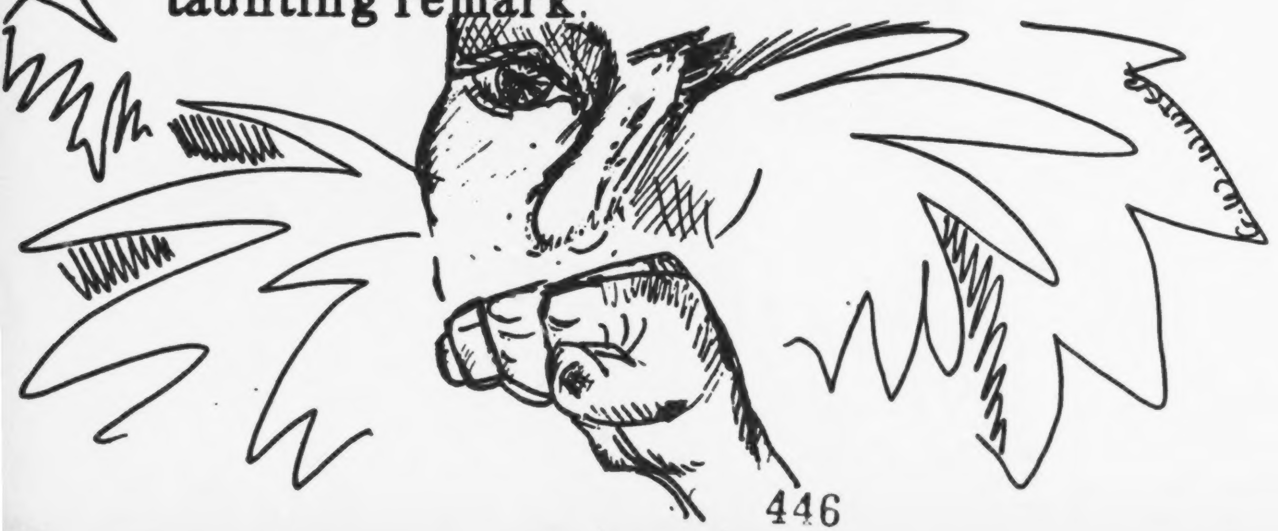
Read the following story. Use the review to help solve the problem.

Fighting At School

A third grade boy was sitting in the principal's office. His eyes were swollen and red. Eddie had "biffed" Joseph right in the face for calling him a name. Eddie refused to tell the principal the reason he was fighting. No one wanted to be known as a **tattletale**.

What the principal did not know was that Eddie had met his mother on his way out of school. She was coming to the P.T. A. meeting after school. As was the custom, Eddie had greeted his mother with a kiss on the cheek.

Joseph, the third grade bully, had seen this and called Eddie a sissy. The next thing that happened was Eddie "biffed" Joseph right in the nose. The principal was watching from his office window. He saw the sudden fierce jab in the face but had not heard Joseph's taunting remark.



Problem Solving: A Review

1. **State the facts** leading to the problem: **Who** is involved? **What** are the circumstances? **When** did it happen? **Why** did it happen?

2. What is the actual problem? State the problem in more than one way.

3. List as many solutions as you can to the problem. Do not evaluate now. Brainstorm the solutions.

4. Select two of the above solutions you think might work. Tell what might happen as a result of each of these solutions.

Solution # ____________________

Solution # ____________________

5. Which solution will you choose? WHY? ____

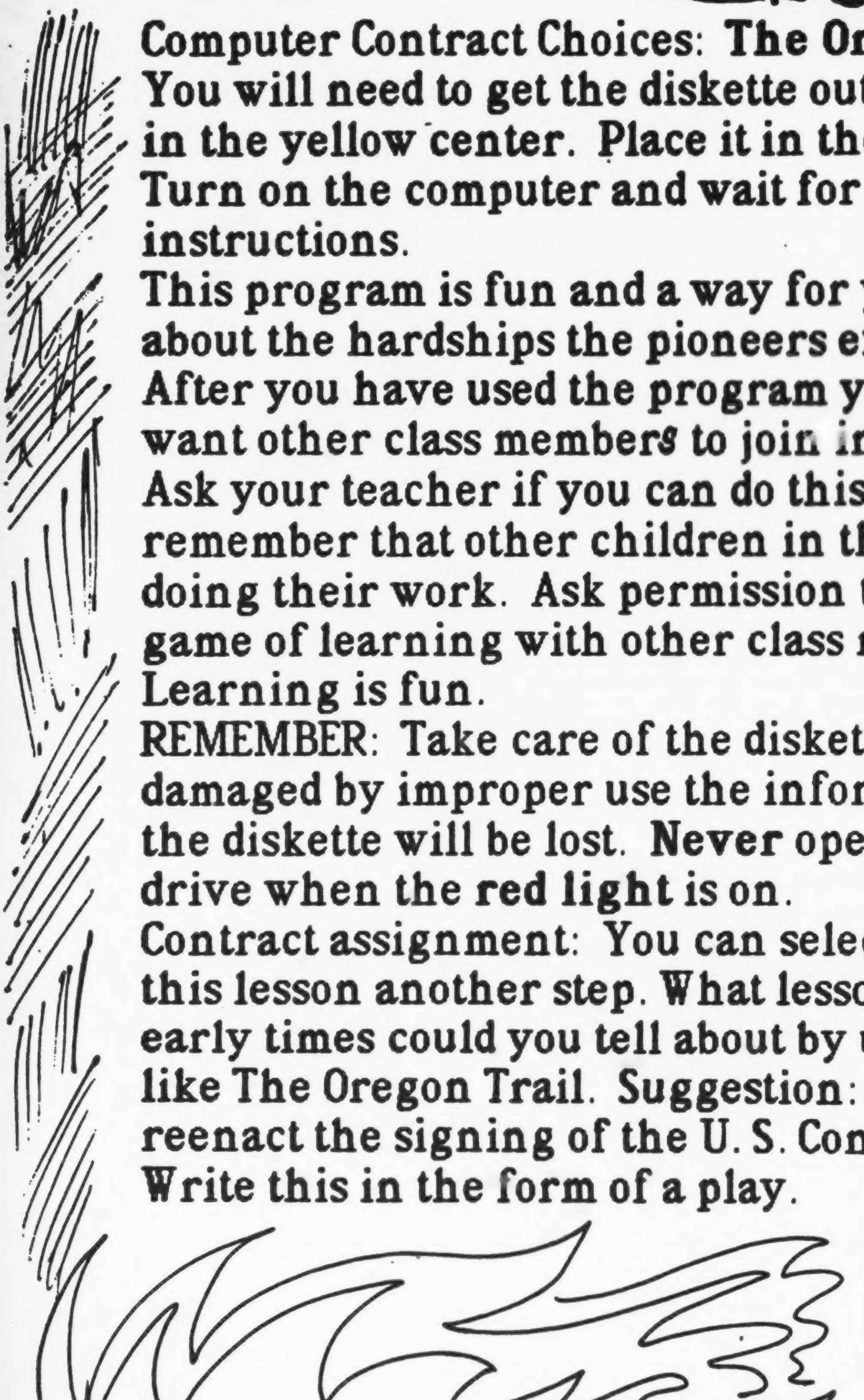
Computer Contract Choices: **The Oregon Trail**

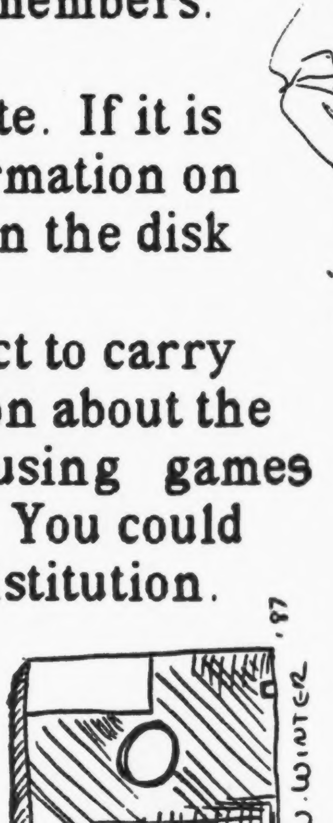
You will need to get the diskette out of the box in the yellow center. Place it in the disk drive. Turn on the computer and wait for your instructions.

This program is fun and a way for you to learn about the hardships the pioneers experienced. After you have used the program you may want other class members to join in the fun. Ask your teacher if you can do this first. Then remember that other children in the room are doing their work. Ask permission to share the game of learning with other class members. Learning is fun.

REMEMBER: Take care of the diskette. If it is damaged by improper use the information on the diskette will be lost. **Never** open the disk drive when the **red light** is on.

Contract assignment: You can select to carry this lesson another step. What lesson about the early times could you tell about by using games like The Oregon Trail. Suggestion: You could reenact the signing of the U. S. Constitution. Write this in the form of a play.





Social Studies Contract: Map Making

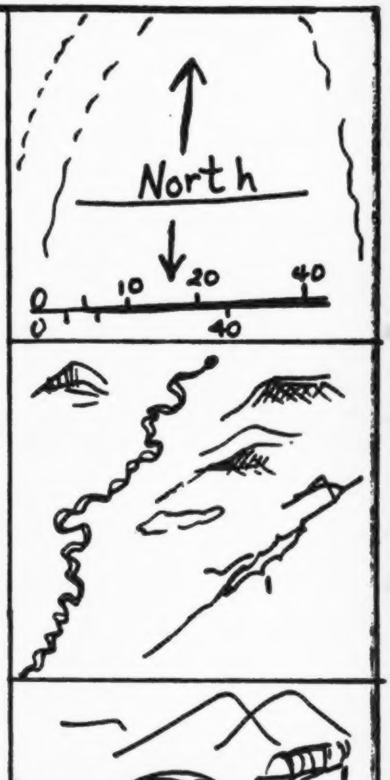
Read Do Check ✓

1. John Smith (1512-1594) made the first map in America. Draw a picture of this Virginia map. Look it up in history.

2. Meriwether Lewis and William Clark drew their own map after their trip. Draw a map of their discoveries.

3. Other pioneers moved westward. Zebulon Pike, Jedediah Smith and John C. Smith provided information for maps that were used by the westward movement to Oregon during 1800's.What did they look like?

4. The Gold Rush to California in 1849 was made possible by these early maps. Draw a map they used.



Social Studies Contract: Map Making

Read Do Check ✓

____Select

1. Map is a graphic picture of a part of the earth. Circle: Maps show lines, words, colors, symbols. and rivers.

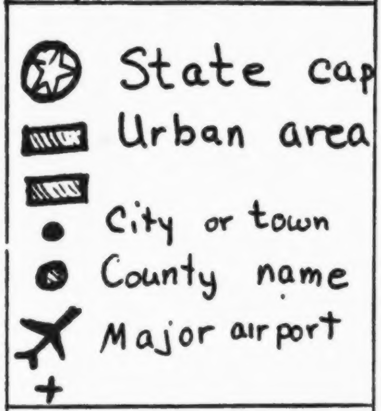
2. Maps help us travel from place to place. Two types of maps are (Circle) general reference, special map, thematic map. Look up the correct names and show a drawing of each.

3. A book of maps is called an Atlas. Trace the history of map making in this country.

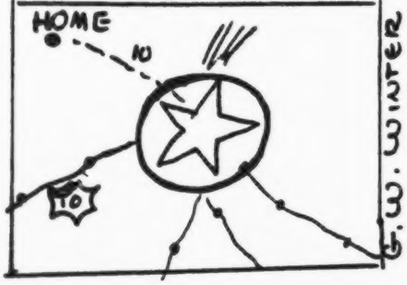
4. Draw a map of your state and show the different counties in colors.

5. Use a map and plan a vacation trip you would like to take. List the ways the map helps.

LINCOLN
20
40


State cap
Urban area
City or town
County name
Major airport

Collins
Green
Waterwo

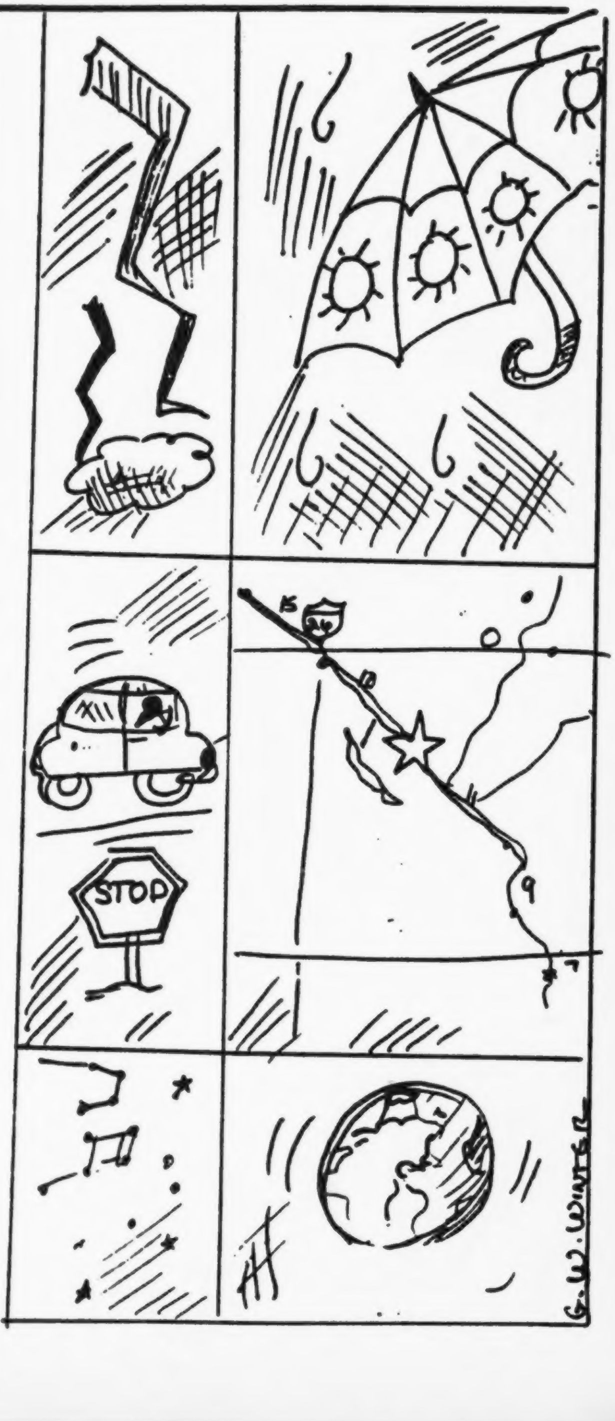

HOME
10
10
J. W. WINTER 67

Social Studies Contract : Map Making

Read Do Check ✓

Select

1. Search for a map that gives the amount of rain that falls in the U.S. How much falls annually in your state? Illustrate.
2. Create an automobile road map that would show you how to go to the state capital.
3. A celestial map (globe) is mounted on



a ball. Draw the major constellations.

4. Special maps or thematic maps emphasize a particular feature. Search for five special maps. Write their special feature.

5. Aeronautical charts have information for fliers. Circle: They show airports, compass direction, radio frequencies, trees.

6. Four types of map language are (Circle) Scale, Symbols, Color, Geographic Grids, Remote Sensors.

Water
River
Waterway
State capital
City or town
Interstate
U. S.

Social Studies Adventure 4 Colonial Life in America

Name__________________________________Date____________

Helping Hands

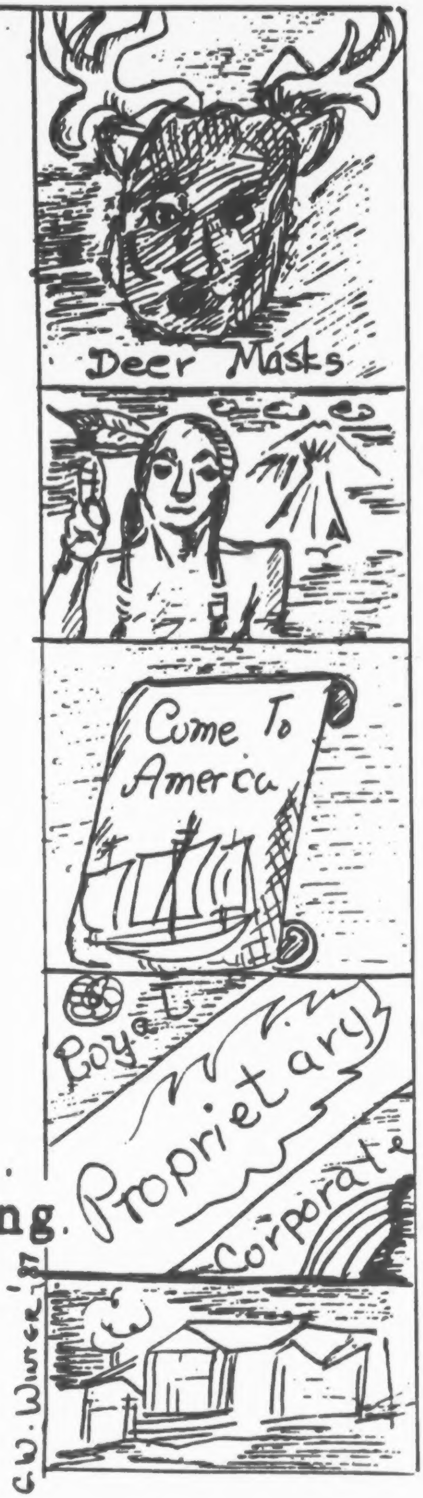
One of the greatest adventures of all times is the story of the American colonists. The story is about brave men and women who sailed across the Atlantic Ocean from Europe to face the dangers of a new land.

The colonial period lasted about 170 years. It began with the Jamestown settlement in 1607 and it ended at the beginning of the Revolutionary War in 1775. Many people from all nations gathered on the shores of the new land. They had many customs that were different. What they had in common was they all wanted to start a new life and leave their old life behind. These people wanted to establish a new home in America.

The colonists were helped by the Indians. The Indians also fought to keep their land. Trade with other countries developed. Food was grown to feed the hungry. Between 1607 and 1733 the English established 13 permanent colonies on the Atlantic coast of North America.

Colonial Life in America Social Studies 4

Name________________________________


Deer Masks
Come To America
Royal
Proprietary
Corporate
C.W. Winter '87

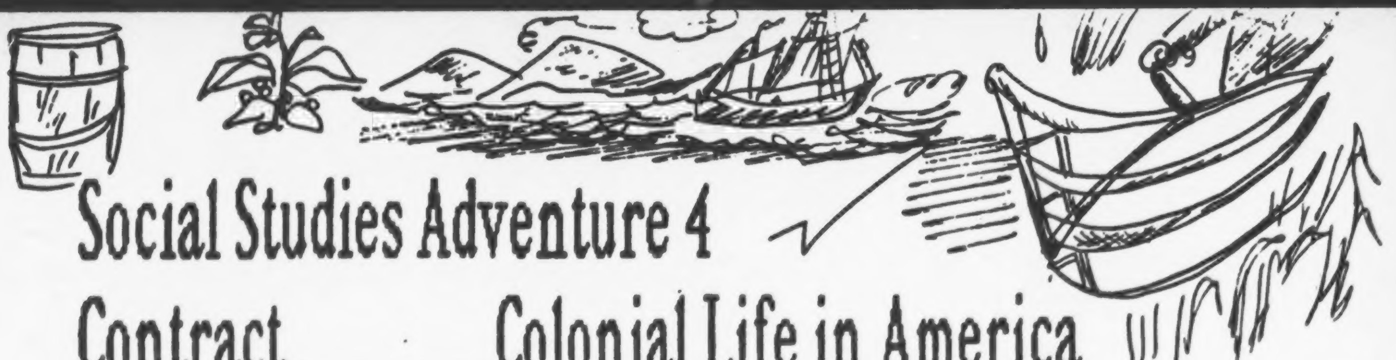
1. Draw a picture of 3 of the following colonists. List: An Indian, A Pilgrim, A New England Farmer, A Housewife, A Town Crier, and A Southern Planter.

2. Draw a mapof the 13 British colonies that became the United States.

3. Make a poster that helps advertise and sell stock in companies that developed England's early settlements.

4. There were 3 major types of American colonies: List: royal, proprietary, corporate. Explain each type with a drawing.

5. Create a colonial planter's mansion.

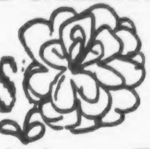


Social Studies Adventure 4

Contract________Colonial Life in America

Name____________________________________Date____

READ DO Check

1. Painting in the mid-1700's was  by training from visiting European artists.

A few that became famous are John Singleton Copley, Charles Willson Peale, Gilbert Stuart and Benjamin West. Look up these artists and describe their art.

2. Benjamin Franklin

won honors all over the world for his scientific experiments and inventions. Make a chart that shows his work and inventions.

3. Postriders were the first colonial mailmen. A postrider carried letters on horseback along a post route. Draw a picture of a postrider.

4. A Town Crier read official announcements to the townfolk. Write an announcement for him to make in the 1700's.

G.W. WINTER '87

5. Discover how the colonial Americans made a living. Make a chart.

Type of work	Tools used	Success was caused by:	out come & rewards

G.W. WINTER '17

Social Studies Contract Adventure 4

Name____________________________________ Date______

Helping Hands. America offered many opportunities for work and happiness. Economic opportunities for settlers to find work on the rich farm lands were the reason for some movement to America. The other settlers were looking for freedom of worship. Still others wanted to own land. It was free or at low cost.

	DO	Check
1. The English made an unsuccessful settlement in North America in 1585. Write a story about that settlement.		
2. The Jamestown settlers expected to find gold and other treasures . Write a poem about their dreams.		
3. The second permanent English settlement was established in 1620 by a group of Pilgrims. Write a radio play about this settlement.		
4. Five towns became the most important American cities in the 1700's. They were Philadelphia, New York City, Boston, Charleston (Charles Town then) and Newport. Discover why these towns became important in America.		

Government in the colonies was based on English county and towns.

	DO	Check
5. Public disgrace in pillory or ducking stool was common. Draw a cartoon about these.		

G.W. Winter ©'77

Social Studies Contract: Coal Conservation

Helping Hands:

Coal that is consumed (used) can never be replaced.

Abundant coal resources of the U.S. must be used wisely. Industry needs more coal than ever before. Producers and users must meet increasing demand for coal while guarding against waste.

G.W. Winter ©'87

The United States Geological Bureau of Mines estimates that a third of the coal in the ground in the U.S. can not be mined.

1. You use coal everyday. ✓ ☐

Circle the products made from coal. Moth balls, fingernail polish, a doll, detergents.

Coal Conservation: Social Studies Adventure 4

Read **Do** **Check**

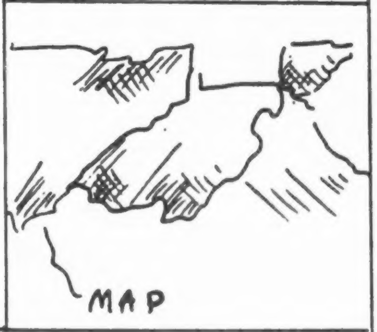
Name________________________________ **Date**____________

1. It is estimated that the U.S. has enough coal to last 1,500 years. This depends on three factors. Circle: Rate of Consumption (use), Reserves of Oil and Natural Gas, Imports of Fuels, Iron.

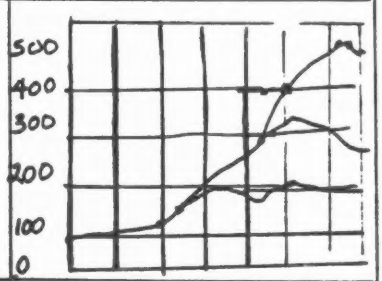
2. Search for the top ten leading coal-mining countries in the world. Draw a picture of Tons of coal mined in 1985.

Russia, U.S.
China, E. Germany
Poland, India,

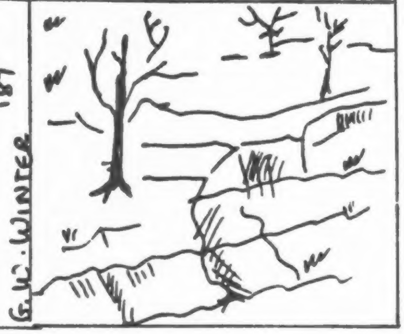
3. The five top coal mining states are Kentucky, West Virginia, Pennsylvania, Illinois and Ohio. Which state produced the most coal in the latest figures?



4. Four types of coal are bituminous, subbituminous, lignite and anthracite. Name the states that produce this coal.



5. Strip mining clears trees and plants that make soil productive. Burning coal causes air pollution. What does it release into the air when burned? Circle: solid waste, water, sulfur dioxide, oxygen, fuel oil.

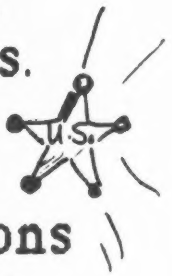


Social Studies Adventure 4 You and the Law

Name______________________________Date________

1. Laws establish a person's rights and obligations. The Constitution of the U.S. is the Supreme law of the land. It defines the rights and liberties of the people. Draw pictures to show what the Bill of Rights mean. Name them.

2. The Constitution was signed Sept. 17, 1787. Summarize what happened at the first Constitutional convention. Write 2 pages.



3. Two forms of laws are private laws (civil) and public (rights & obligations of citizens). Explain these two divisions in pictures. List of Civil: Contract and Commercial Tort, property, inheritance family, corporation.

4. There are 4 branches of Public Law (criminal, constitutional, administrative, international). Demonstrate in a chart how two of these branches operate.

Social Studies Contract: Communication Through the Years

Name________________________________ Date________

1."What hath God wrought!" is the first message on public telegraph. Write a brief sketch of the Life of Samuel F. B. Morse the inventor.

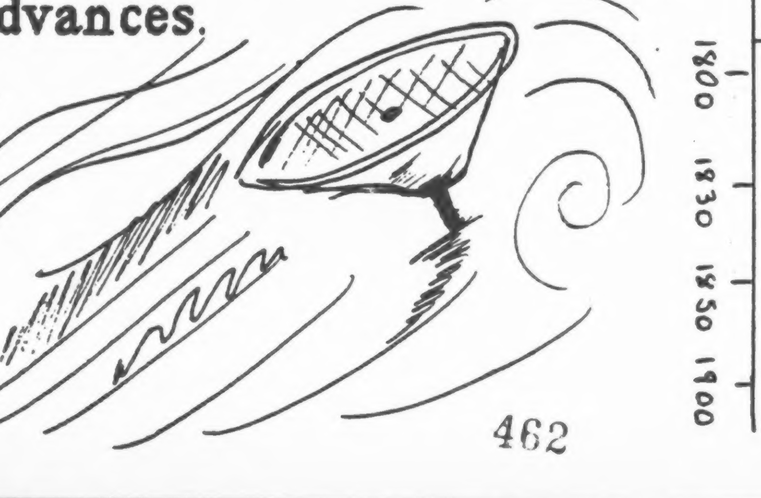
2. The painting Awaiting the Reply by Robert Dudley shows men waiting for a reply from Ireland. What great event was depicted in this picture?

3. In a hot Boston attic in 1876, Alexander Graham Bell spoke these words. "Mr. Watson, come here, I want you." What happened?

4. Guglielmo Marconi is the father of radio. What invention is he known for?

5. Make a time line starting in 1800 -1987 on communications advances.

G.W. WINTER
'81



Social Studies Contract: Unusual Forms of Communication

Name________________________________Date__________

sound
+
light

1. Indians used hand signals as a universal language. What other hand language do you know about that people use in communications?

2. Computers speed communications in publishing and in engineering. How do you think computers will change our life in the future? Create the world of computers in 1995.

3. Man has been trying to speed up language for many years. Look into the future. What new form of communication do you think we will have by the year 2,000?

4. Electronic mail makes it possible to get a message as soon as it is written. What communications device is used to make this happen?

5. There are over 3,000 languages in the world. Good communication is not possible. There are different cultures (patterns of the way people live). The United Nations tries to improve communications. How do they do this? Who are the members?

G.W. WINTER '87

G.W. WINTER '77

What is Chisanbop? How does it work? Chisanbop is a method of calculation based on the use of the fingers. On the left hand the fingers stand for 10 and the thumb equals 50. On the right hand the fingers stand for 1 and the thumb stands for 5. If you want to add 10 +5 you press down one finger (10) on your left hand and your thumb on your right hand. Your answer is 15.

Sung Jin Pai, a Korean mathematician, developed Chisanbop in the late 1940's and taught his son. Hang Young Pai improved the method and taught it in the United States. See if you can catch on to how it works. Look at the next two pages of hands. Practice adding with this method. Add the following.

---

20 + 17=_____ 30 +7=______ 50 + 7 =______

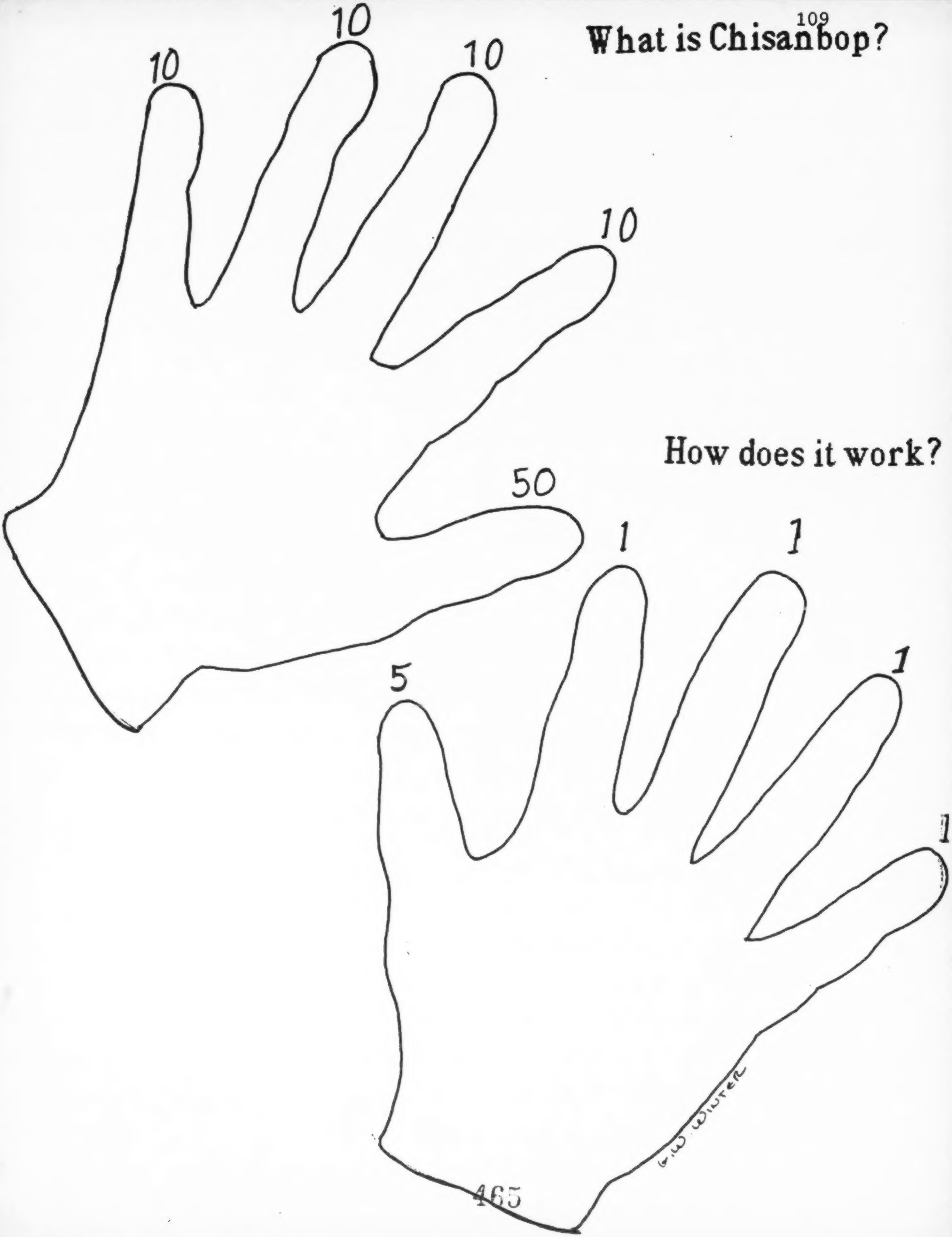
This is addition.

Can you figure out how to subtract by this method? Try it.

2+15

What is Chisanbop?

How does it work?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1
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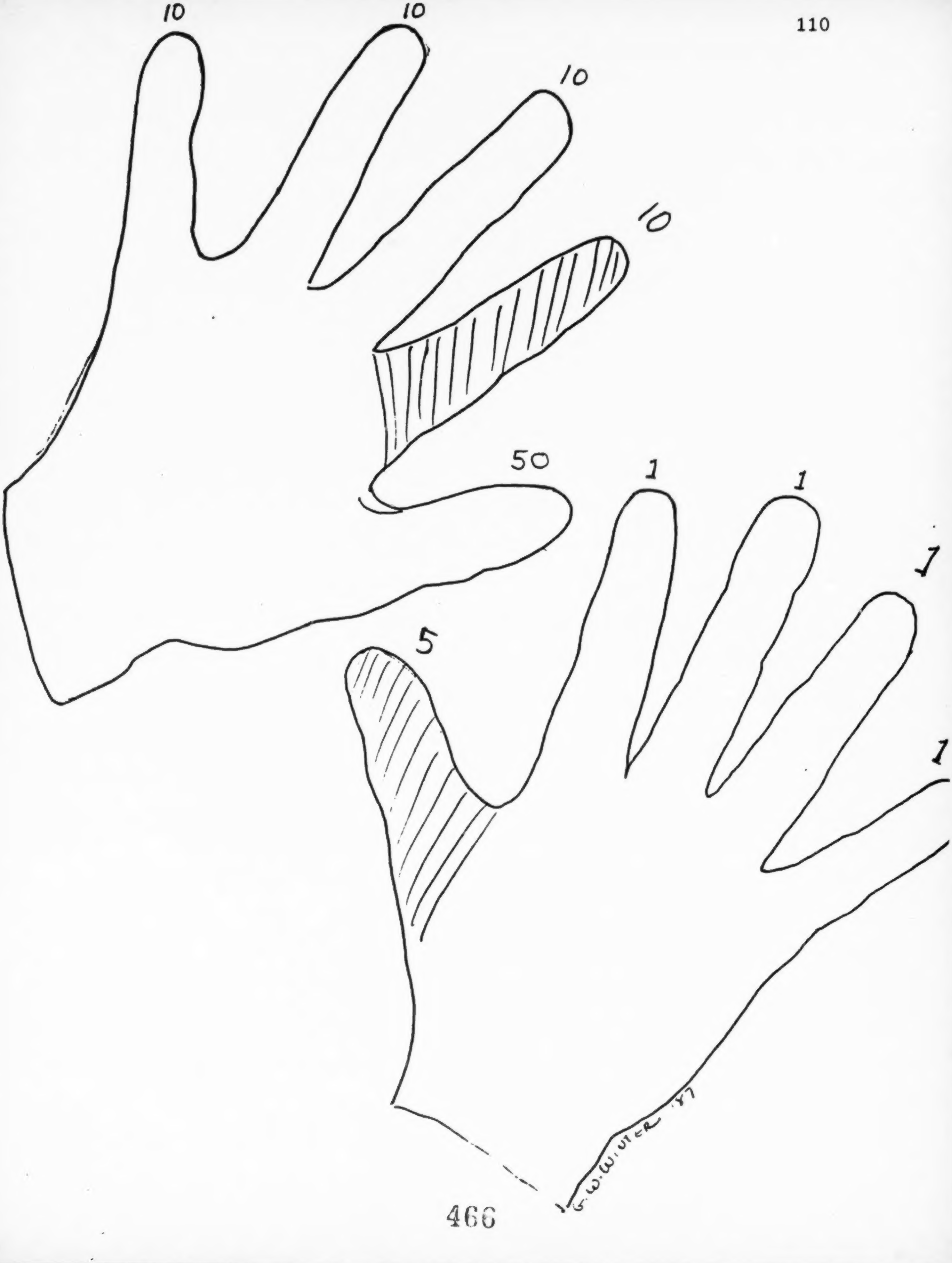
1
5
G.W. WINTER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1
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5
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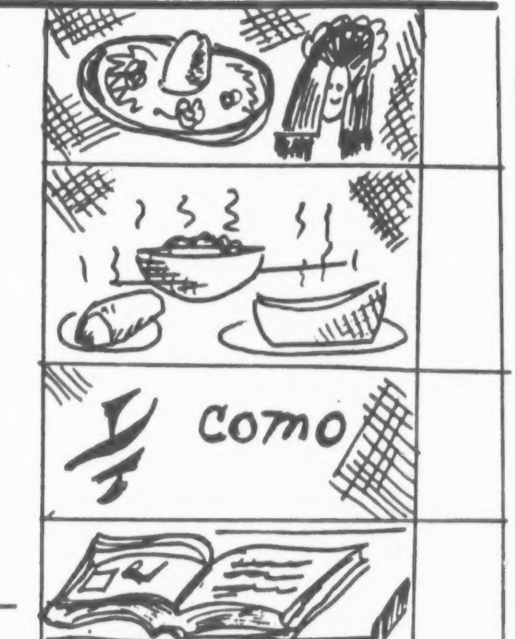
Social Studies Contract: A Special Day In Celebration of other Countries

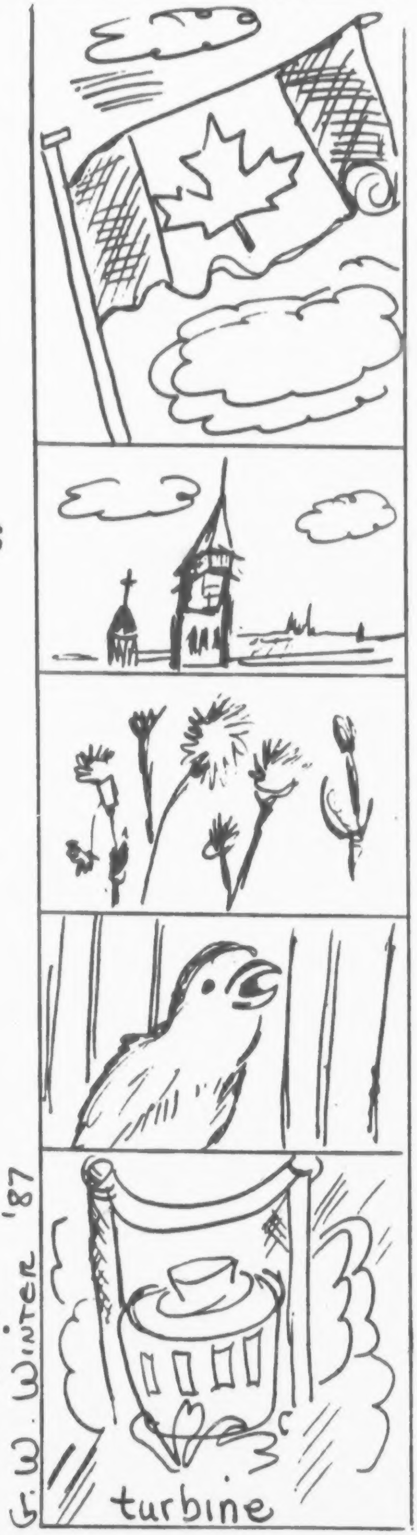
Name______________________________ ✓

1. Costumes or traditional clothing
2. Special foods —
3. Language —
4. Political History —
5. Music and Art — Special customs —
6. Types of jobs and goods and services produced—
7. Unusual events —



Social Studies Adventure 4 : Canada / The Land

Name________________________________Date____



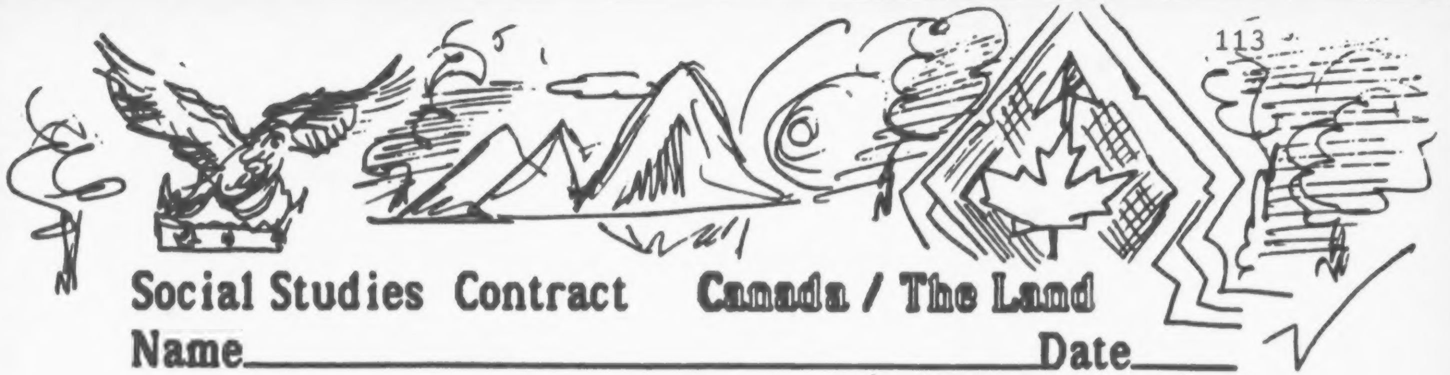
1. Canada is the second largest country (land) in the world. Most of Canada's people live within 200 miles of the southern border. Why do the people live in this area only? Draw a map of Canada and show the 10 provinces and 2 territories.

2. Canada is tied to Great Britain and recognizes Queen Elizabeth II as the queen of Canada. How did this relationship develop?

3. The official languages of Canada are English and French. Why does Canada have two languages?

4. Canada is a constitutional monarchy. How does this differ from the United States of America?

5. Quebec wants to become an independent nation. Most of the people have French ancestors. Quebec is rich in natural resources List all the ways that Quebec is different from the rest of Canada.



Social Studies Contract **Canada / The Land**

Name____Date______

6. Indians and Eskimos made up almost the total people in the Territories of Northwest and the Yukon until the gold rush of the early 1900's. How did the native's life change then?

7. Pacific Coast Indians of Canada are famous for their fine wood carvings. What traditional (passed down) ways do they carve today?

8. Hockey is Canada's most popular sport. Some stars are Ken Dryden, Gordie Howe, and Bobby Orr. Write a two page paper on the game .

9. The arts and literature are supported by government grants. What is the name of the group that promotes the arts in Canada?

10. What is life for a Eskimo like today? How do they make a living?

G.W. WINTER '87

Social Studies Adventure 4 Around the World
Chile***** the People: By Right or By Might

Name________________________________Date____________

READ DO CHECK ✓

1. CHILE's flag is red, white and blue. The same colors as the U. S. flag. How is it different?

2. The government is a four member military *junta (council)*. How is its government set up?

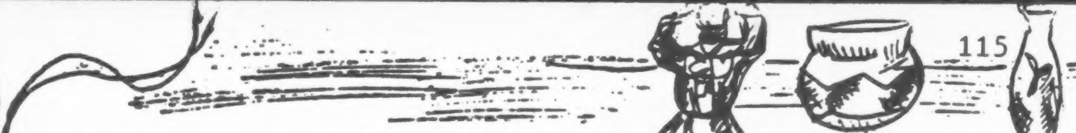
3. Chile is 10 times as long as it is wide. Show its location on a map.

4. Chile's cowboys are called *huasos*. They wear colorful clothes. Draw a picture of them.

5. Chile's lively folk dance, **cueca**, is enjoyed by couples with large handkerchiefs. Describe the dance. Draw a picture of their costumes.

6. Two Chilean poets received the Nobel prizes for literature. Write a summary of their work.

7. Araucanian Indians live on forest reservations in south-central Chile. What ancient crafts do they practice? Draw a picture of their colorful work.



Social Studies: Adventures Around The World-China

Name____Date________

1. China is a country with many people. The country covers a great portion of Asia. Find Asia on the globe. Find China.

2. The official name of China is People's Republic of China. Locate Peking on a map. Make a map of China.

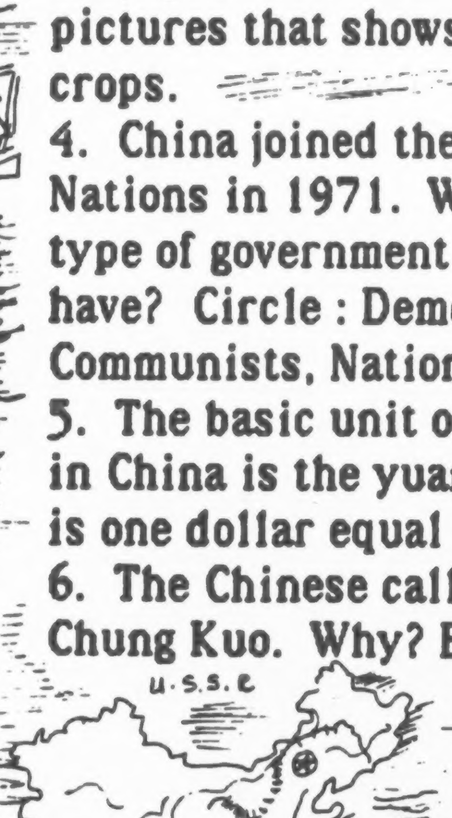
3. Chinese people work on small farms. What crops do they grow? Make a list in pictures that shows their crops.

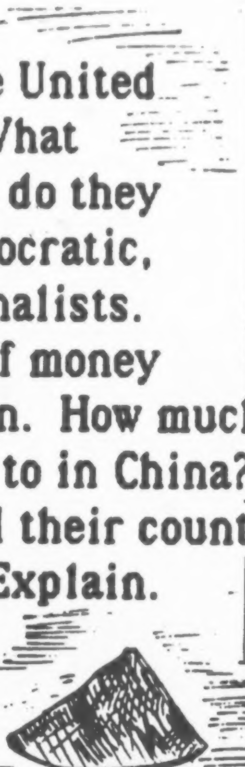
4. China joined the United Nations in 1971. What type of government do they have? Circle : Democratic, Communists, Nationalists.

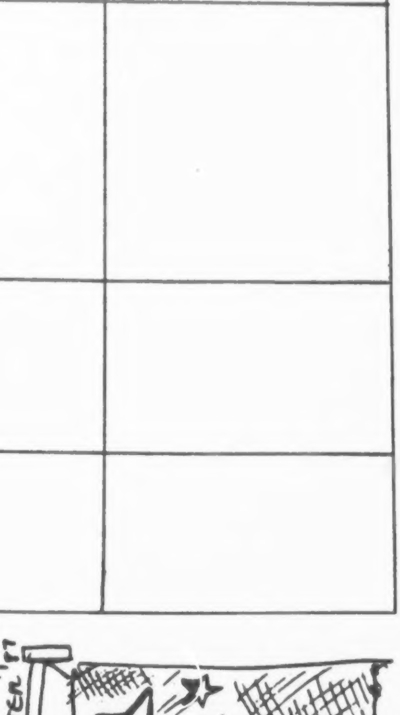
5. The basic unit of money in China is the yuan. How much is one dollar equal to in China?

6. The Chinese call their country Chung Kuo. Why? Explain.

人
MAN
我
美
Beautiful



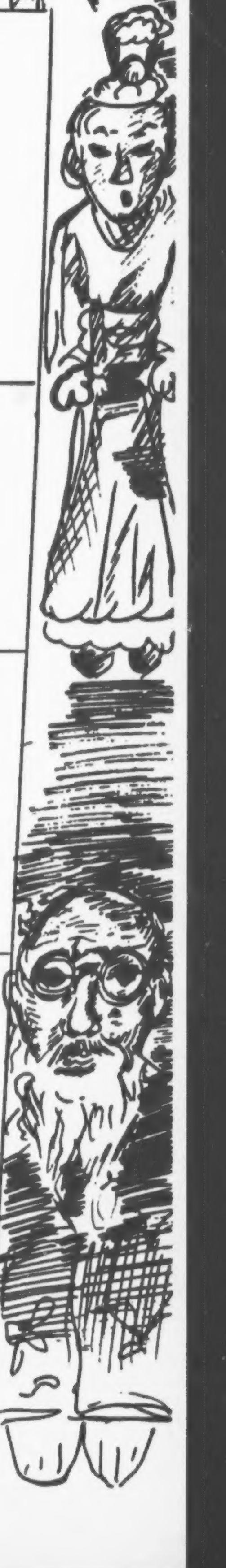


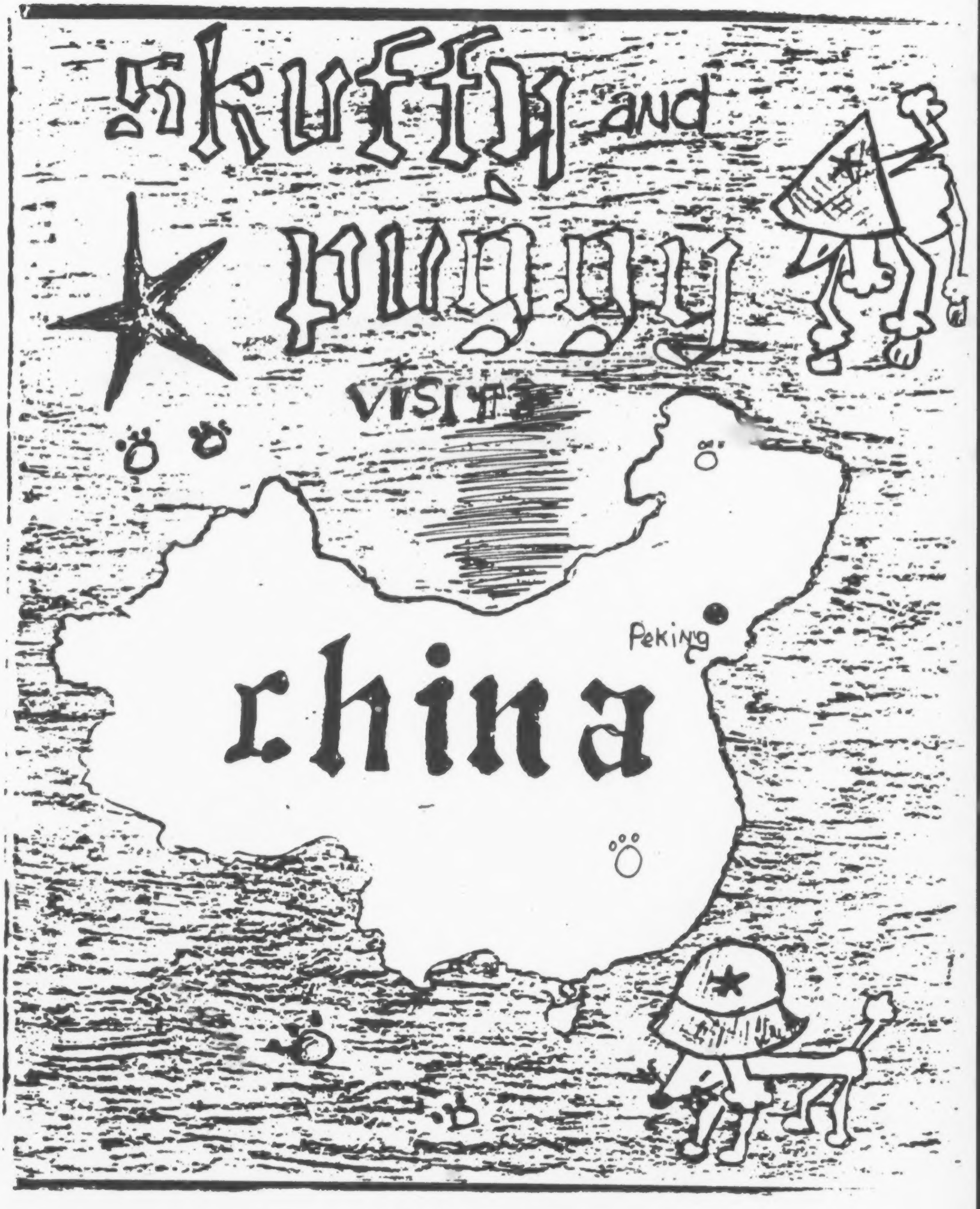


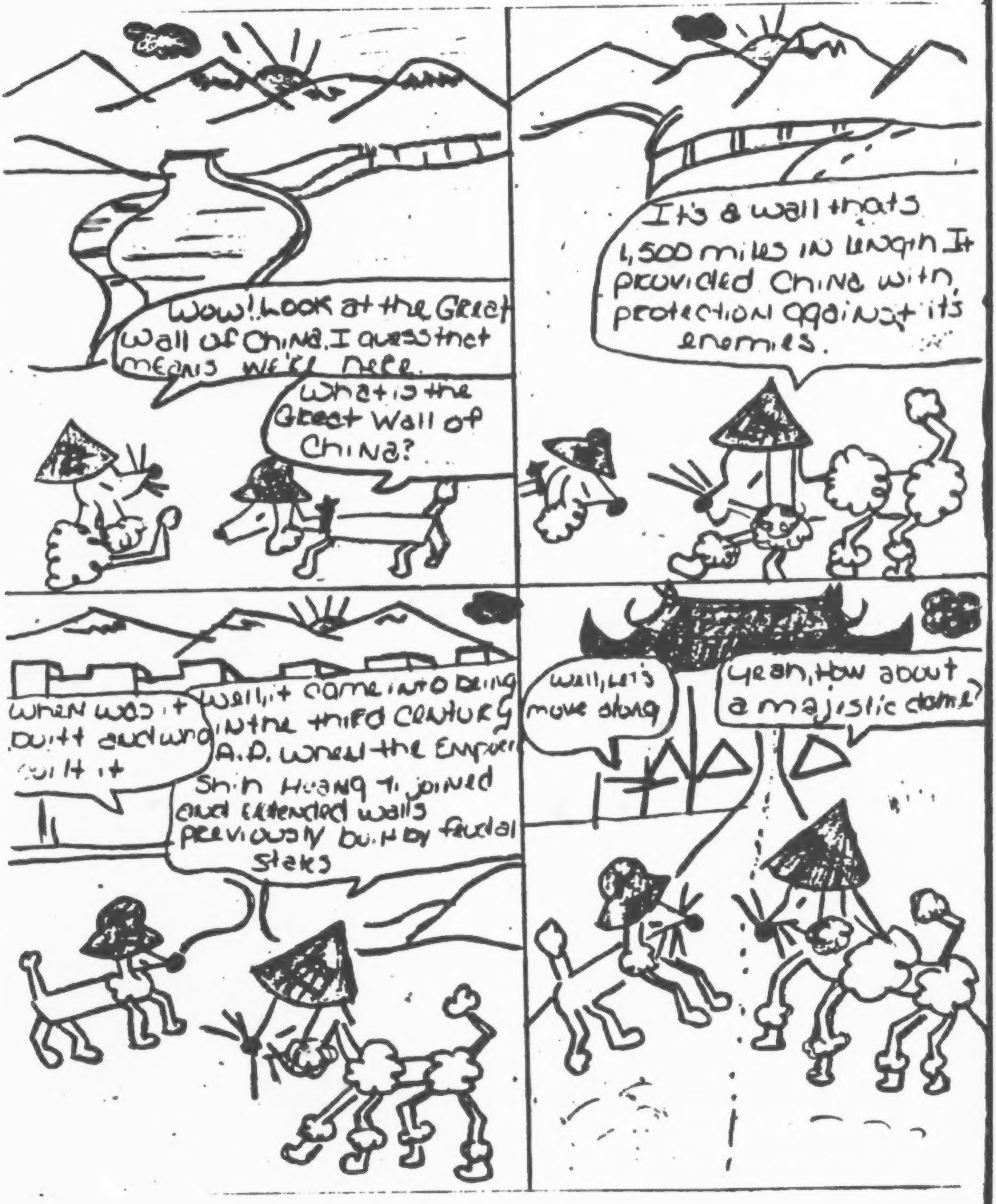
Adventures Around the World- China

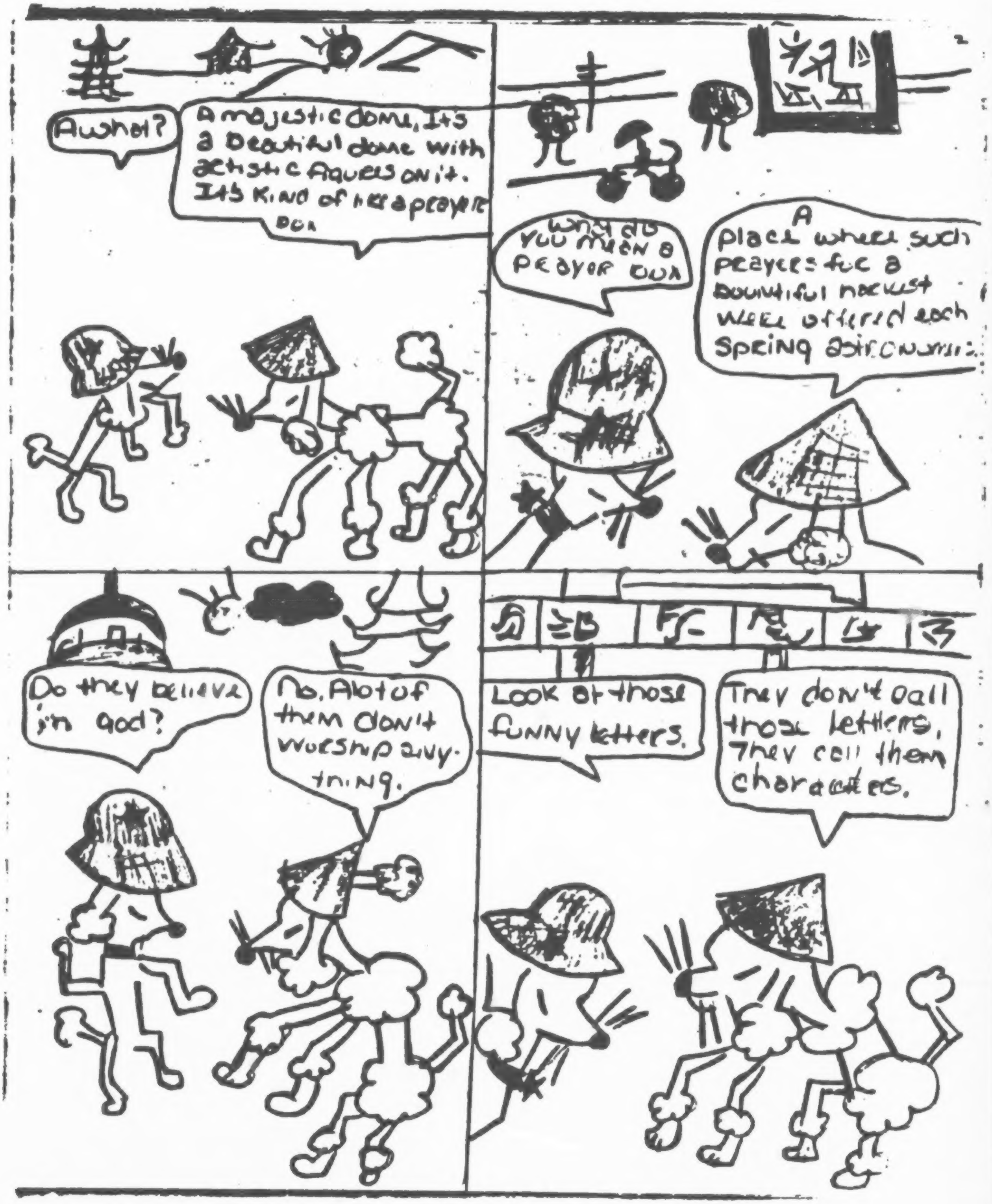
Name__________________________ Date__________

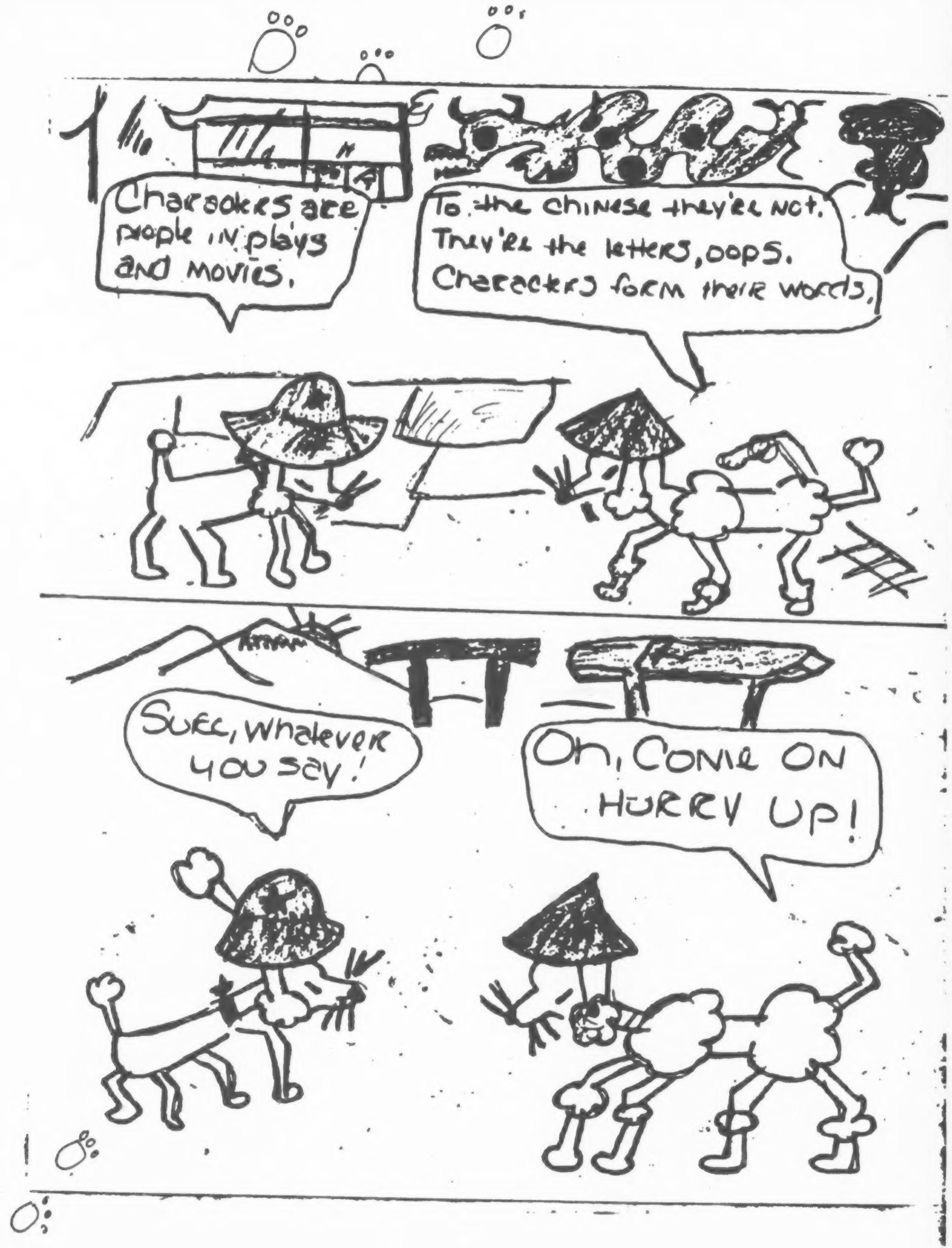
Read	Do	Check
1. Chinese art objects are valued the world over. Chinese art was at its greatest during the four dynasties (Han, T'ang, Sung, and the Ming). Why is their art valued so today?		
2. Han artists painted on wood, silk and paper (invented during this time). What influence does this art have on our lives now?		
3. Look in your home. Do you have any signs of Chinese art or furniture? List some objects that may have been designed by the Chinese.		
4. The T'ang period brought calligraphy (fine brush-writing) on silk and paper. Has there been a return to this art?		
5. Sculpture has long been an art form of China. This work was in-spired by their religious ties. What is the inspiration of (motivate) sculpture in the U. S.?		

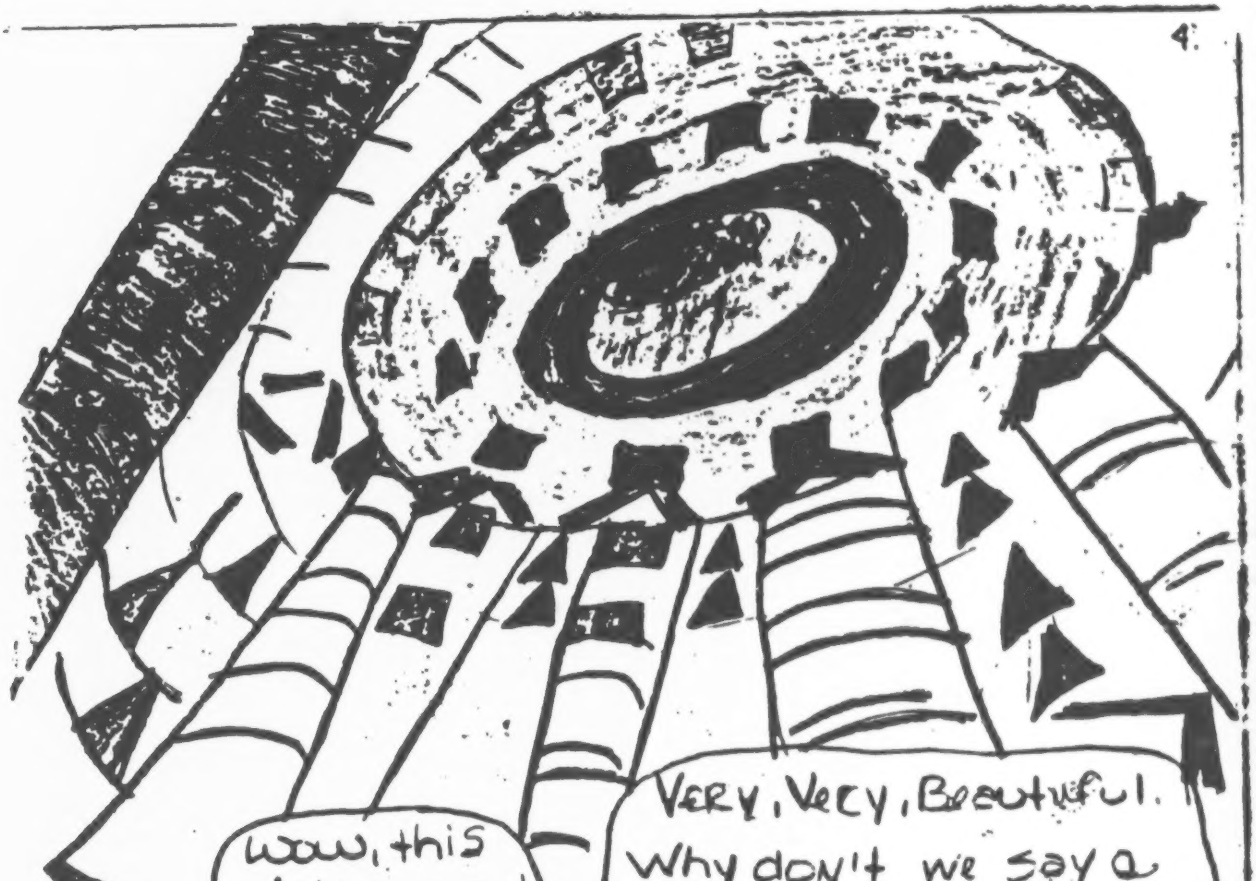


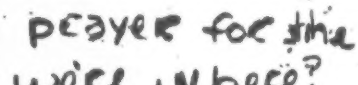

skuffy and puggy
visits
china
Peking

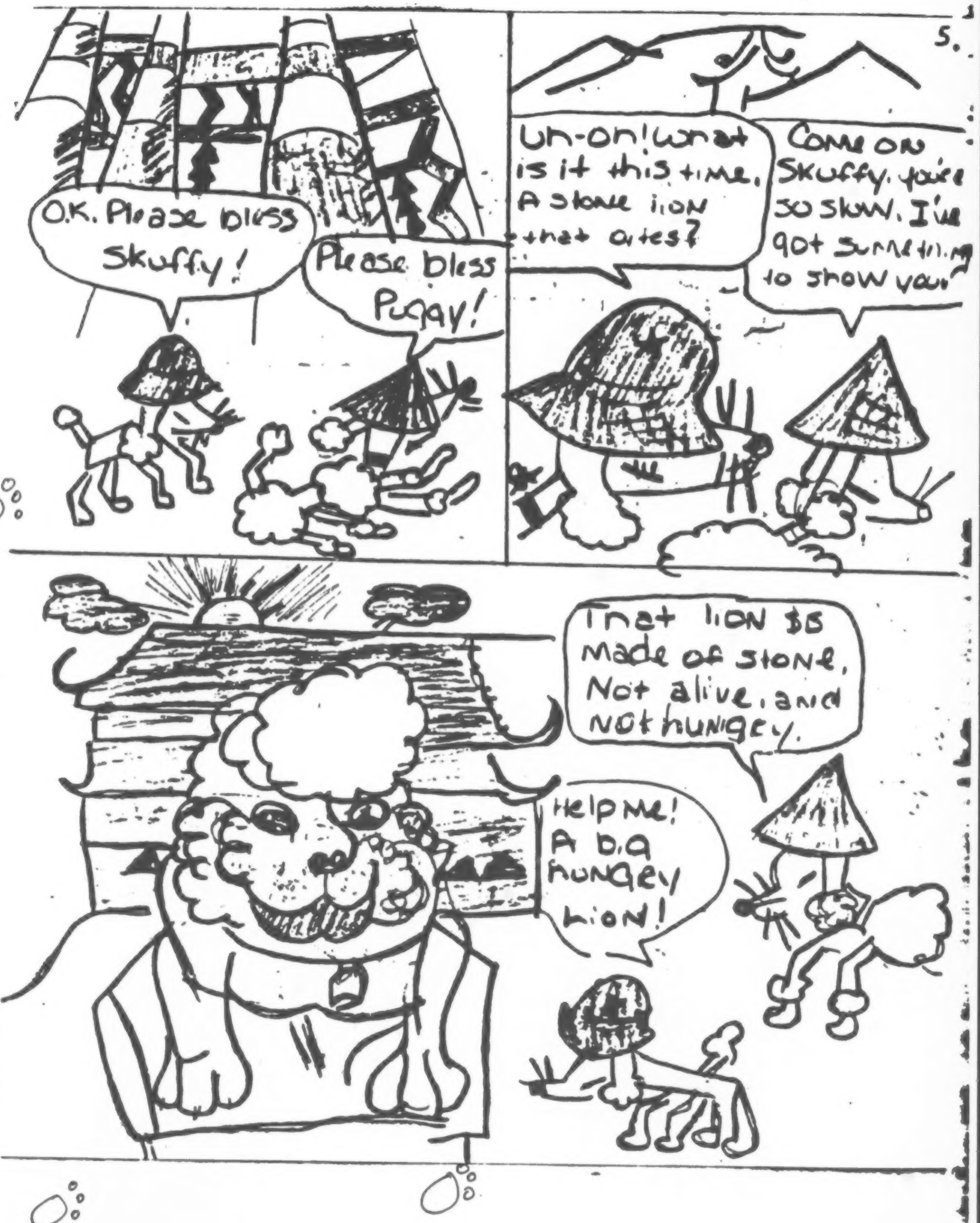

Wow! Look at the Great Wall of China. I guess that means we're here.
What is the Great Wall of China?
It's a wall that's 1,500 miles in length. It provided China with protection against it's enemies.
When was it built and who built it
Well, it came into being in the third CENTURY A.D. when the Emper Shih Huang Ti joined and extended walls previously built by feudal states
Well, let's move along
Yeah, how about a majestic dome?

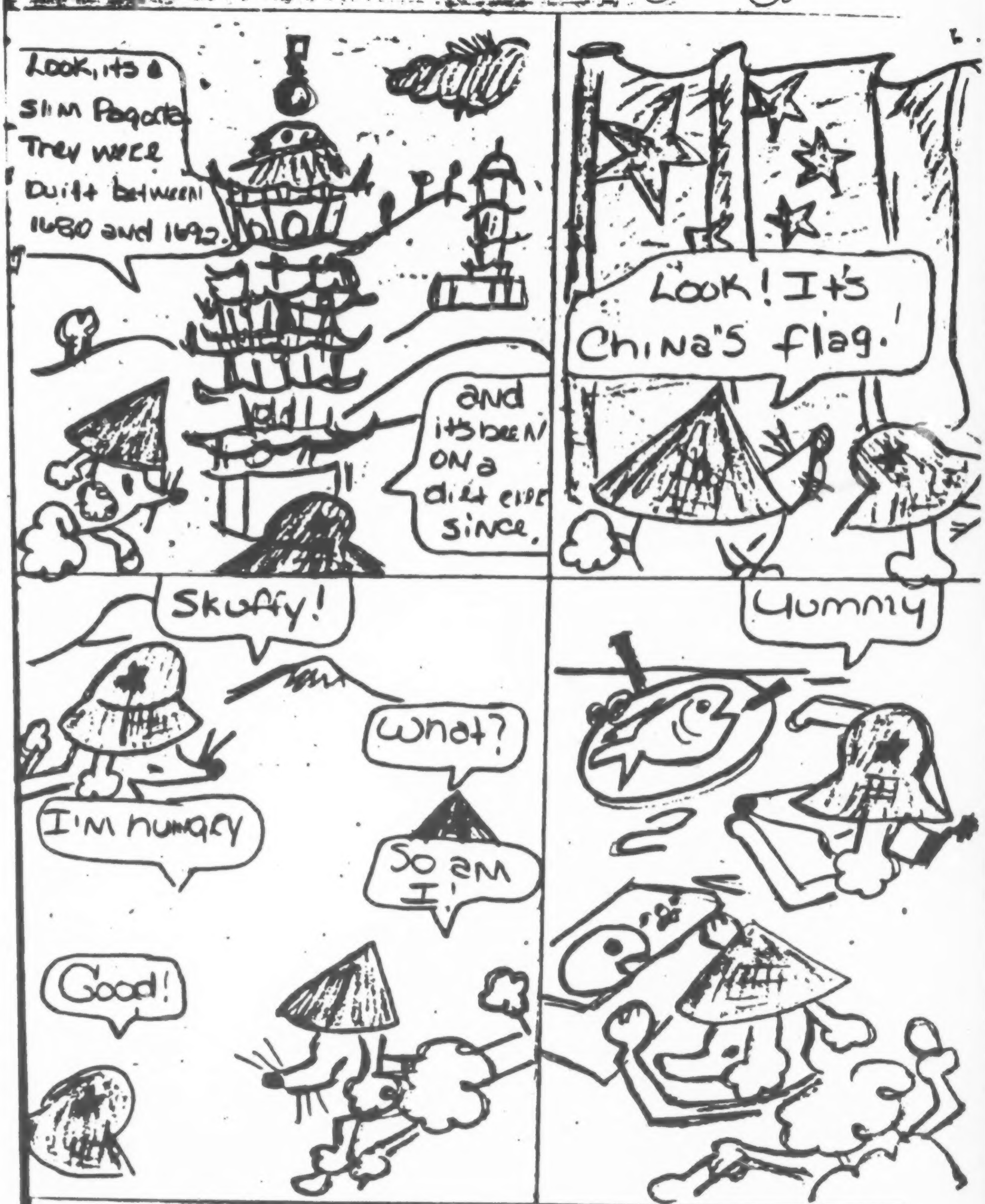

A what?
A majestic dome, It's a beautiful dome with artistic figures on it. It's kind of like a prayer box
What do you mean a prayer box
A place where such prayers for a bountiful harvest were offered each spring astronomi:
Do they believe in god?
No. Alot of them don't worship any-thing.
Look at those funny letters.
They don't call those letters, They call them characters.

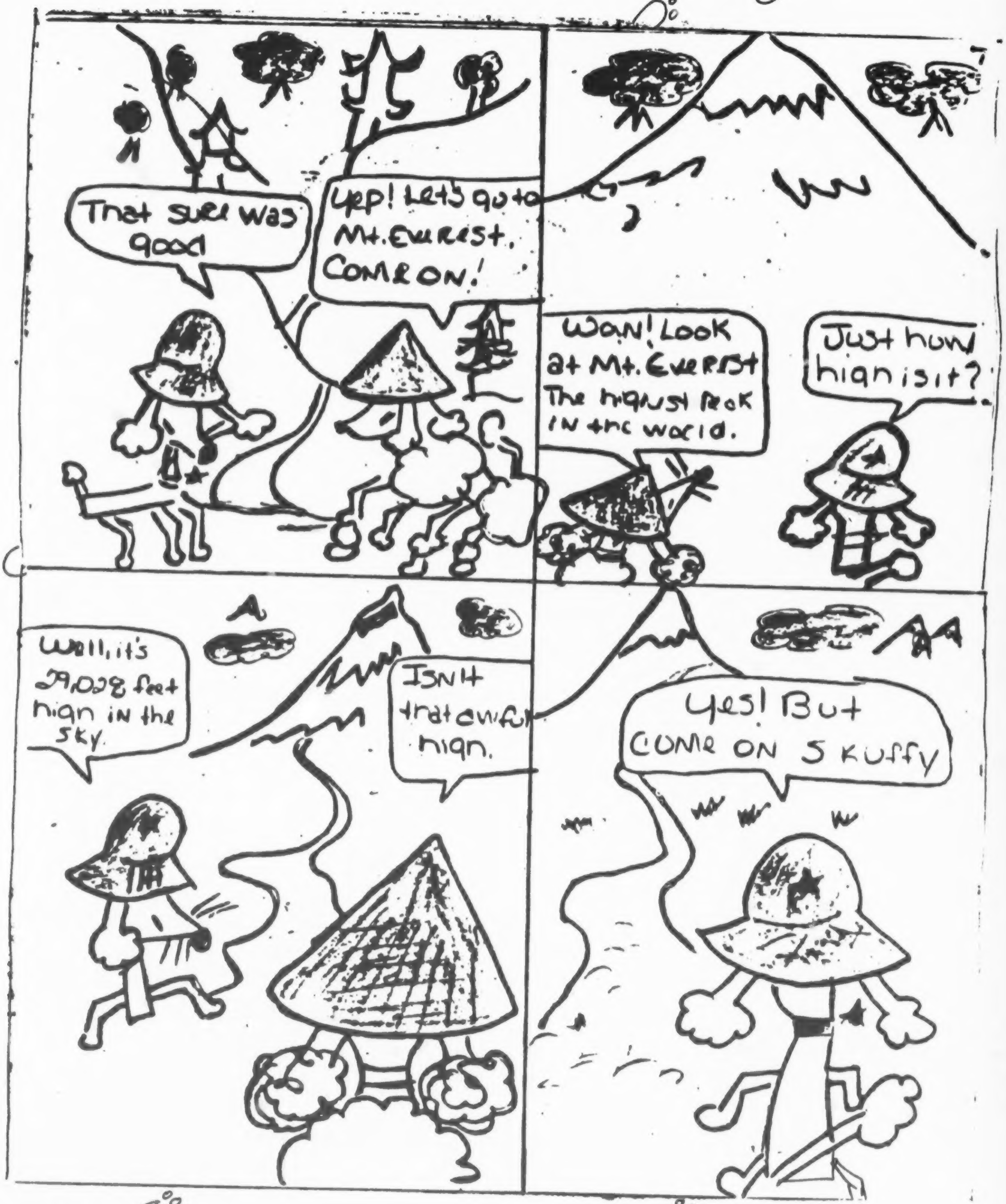

Characters are people in plays and movies.
To the chinese they're not. They're the letters, oops. Characters form their words.
Sure, whatever you say!
Oh, Come on Hurry Up!

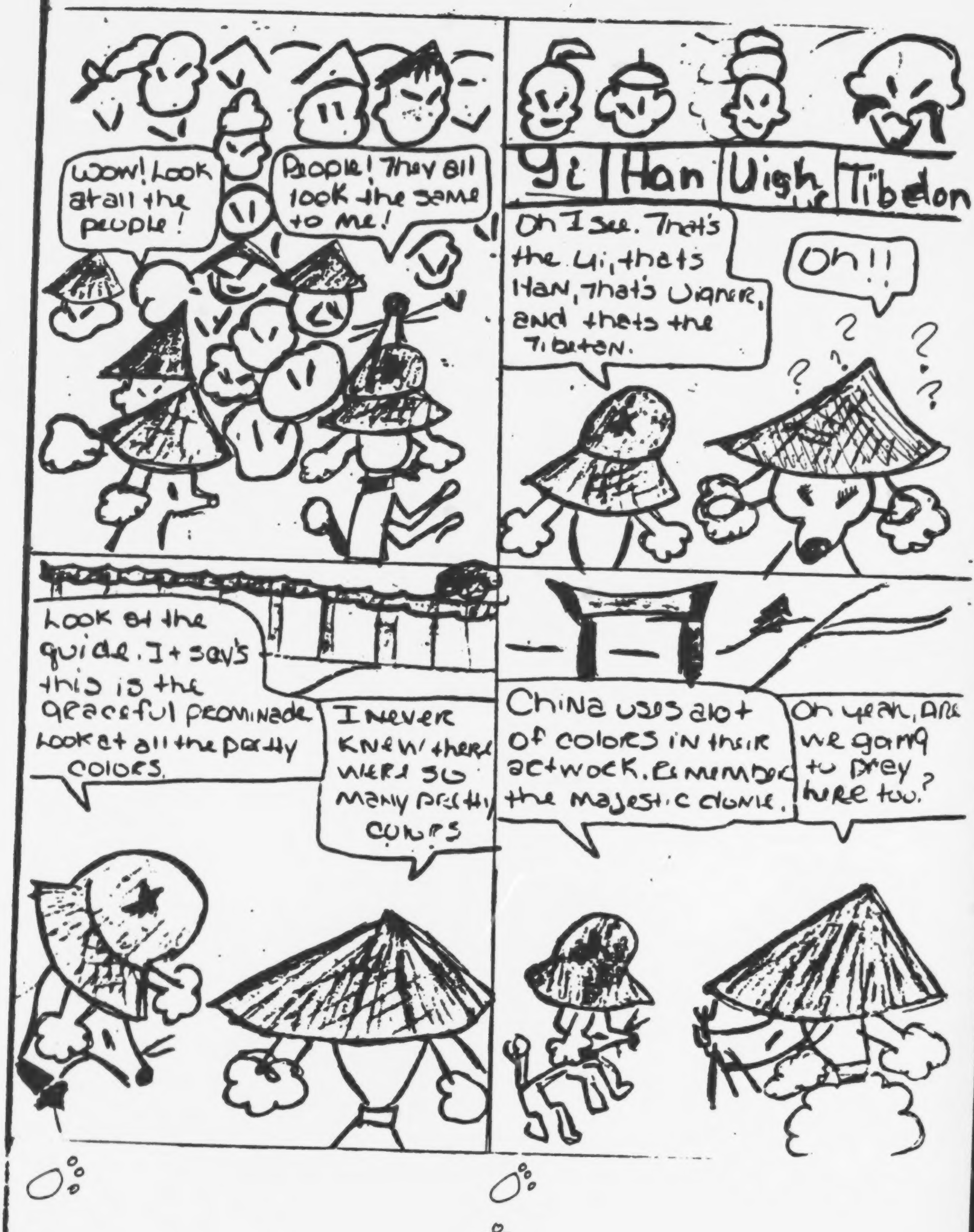

4.
Wow, this is beautiful!
Very, Very, Beautiful. Why don't we say a little prayer for the road while we're in here?

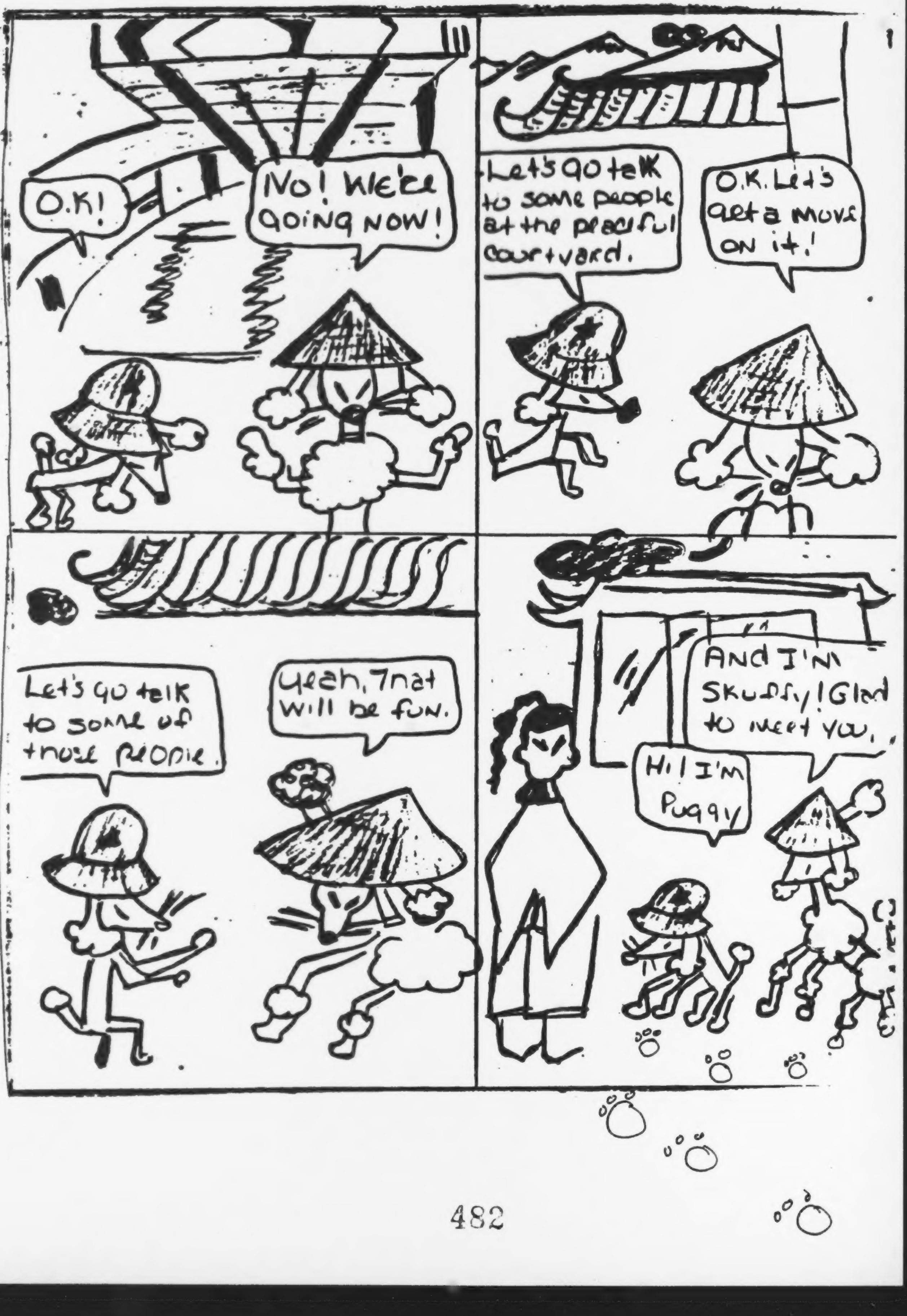


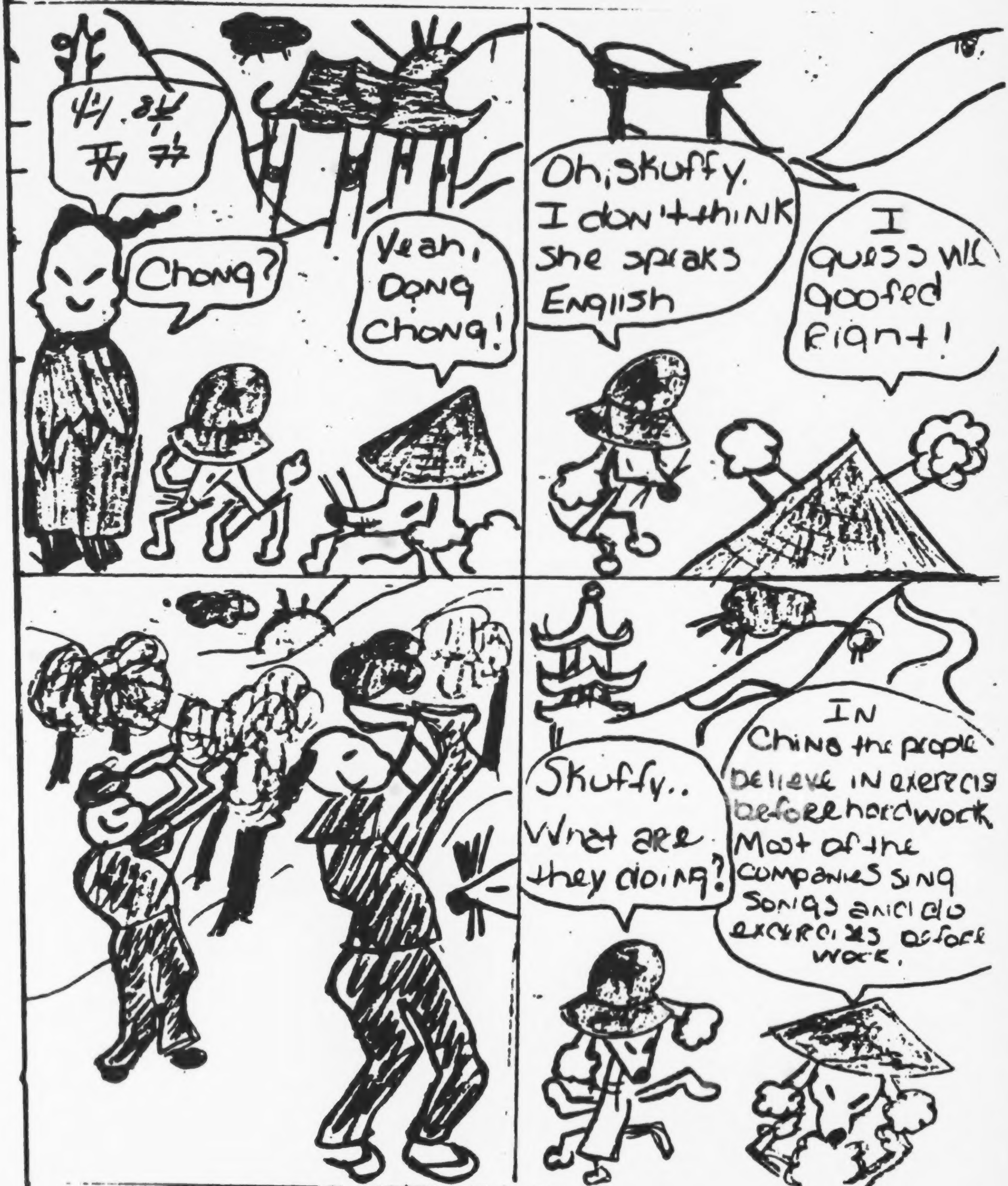

5.
O.K. Please bless Skuffy!
Please bless Puggy!
Uh-oh! what is it this time, A stone lion that bites?
Come on Skuffy, you're so slow. I've got something to show you!
That lion is made of stone, Not alive, and not hungry.
Help me! A big hungry lion!

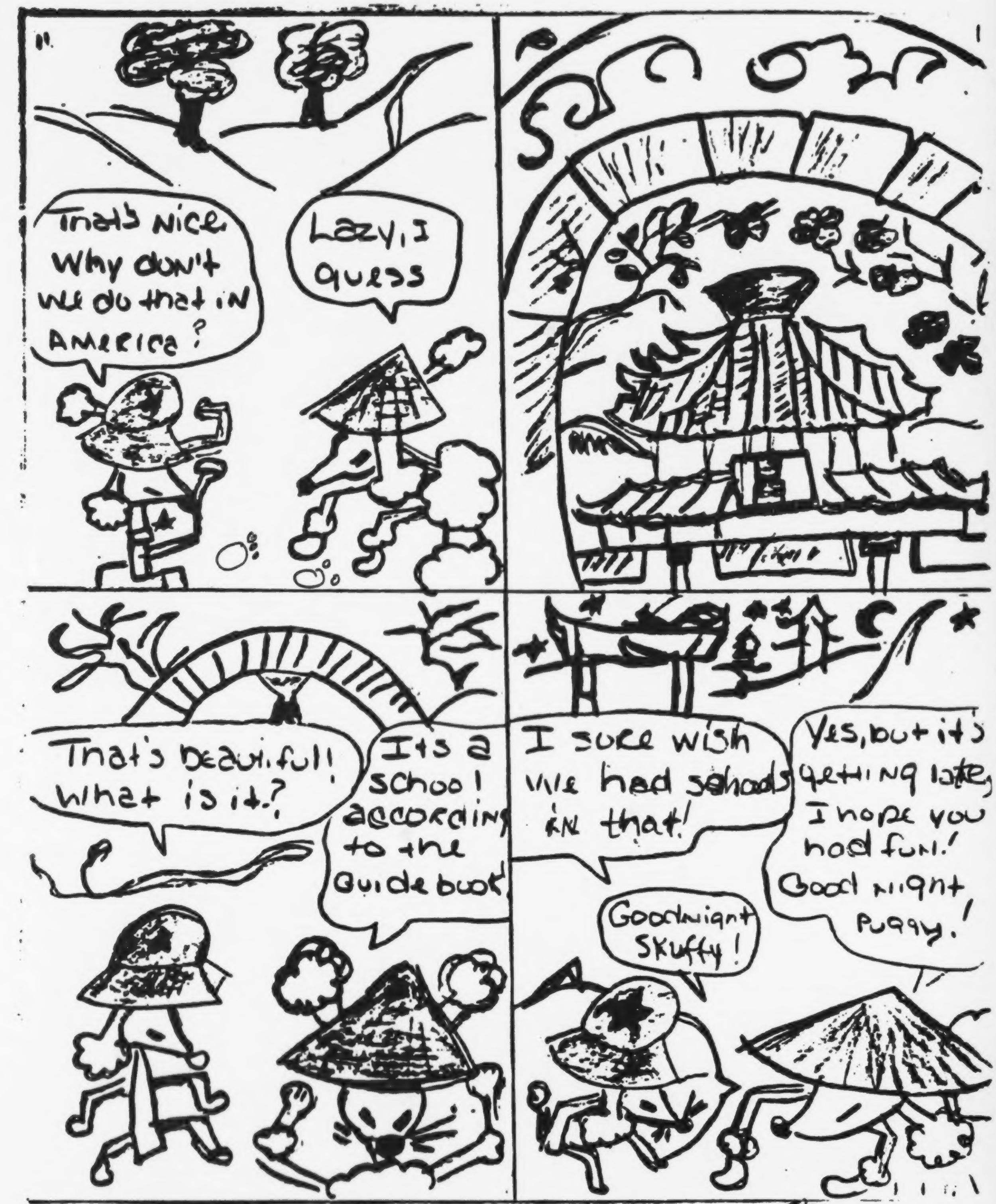

Look, its a slim Pagoda. They were built between 1680 and 1692.
and its been on a diet ever since.
Look! It's China's flag.
Skuffy!
What?
I'm hungry
So am I!
Good!
Yummy

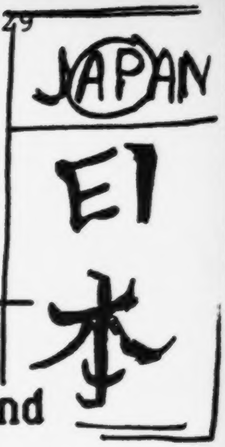

That sure was good
Yep! Let's go to Mt. Everest. Come on!
Wah! Look at Mt. Everest The highest peak in the world.
Just how high is it?
Well, it's 29,028 feet high in the sky.
Isn't that awful high.
Yes! But come on Skuffy


Wow! Look at all the people!
People! They all look the same to me!
Yi
Han
Uighur
Tibedon
Oh I see. That's the Yi, thats Han, that's Uigher, and thats the Tibetan.
Oh!!
? ? ? ?
Look at the guide. It say's this is the graceful prominade look at all the pertty colors.
I never knew there were so many pretty colors
China uses alot of colors in their artwork. Remember the majestic dome.
Oh yeah, are we going to prey here too?


O.K!
No! We're going NOW!
Let's go talk to some people at the peaceful courtyard.
O.K. Let's get a move on it!
Let's go talk to some of those people.
Yeah, That will be fun.
Hi! I'M Puggy
And I'M Skuffy! Glad to meet you.


Chong?
Yeah, Dong Chong!
Oh, Skuffy. I don't think she speaks English
I guess we goofed right!
Skuffy.. What are they doing?
IN China the people believe in exercis before hard work. Most of the companies sing songs and do exercises before work.


11.
That's nice. Why don't we do that in America?
Lazy, I guess
1
That's beautiful! what is it.?
Its a school according to the Guide book!
I sure wish we had schools like that!
Yes, but it's getting late, I hope you had fun! Good night, Puppy!
Goodnight Skuffy!

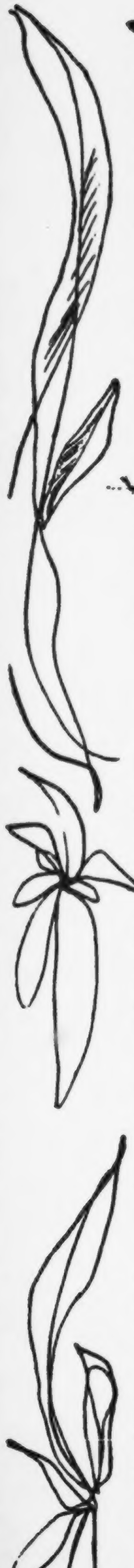


Japan - an Island Country in the Pacific Ocean

Social Studies Adventure 4 JAPAN

Name______________________________Date____________

Helping Hands- - - -Read Only________________



Japan lies along the northeastern coast of Asia and faces Russia, China and Korea. The Japanese people call their country Nippon, *the source of the sun* . Tokyo is the largest city in Japan and the capital .

Japan is made up of many small islands and four large islands. Japan is covered with hills and mountains. This adds to the beauty of Japan.

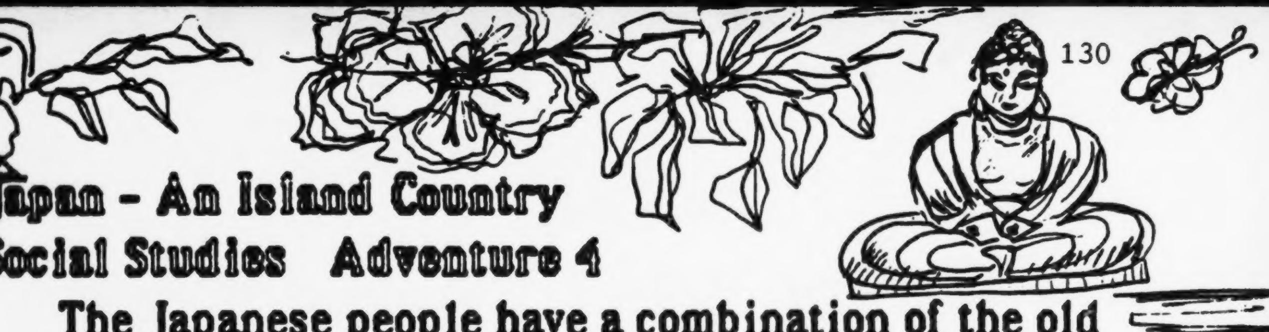
Reconstruction after World War II has resulted in Japan being one of the world's greatest industrial nations. Many of the women wear kimonos. Some of the women wear Western fashions.

The Japanese government is founded on a democratic Constitution . It has 3 branches of government - executive, legislative and judicial. It guarantees the people freedom of the press, speech, religion and assembly.

Emperor Hirohito declared that he was not devine. The duties of the Emperor are ceremonial. Since January 1, 1946, Hirohito has had no powers relating to the government in Japan.

Traditional Japanese *no* and *kabuki* dramas are still seen and enjoyed. *Sumo* (an ancient style of wrestling) is performed for sports fans. Baseball is Japan's most popular sport. Most Japanese are the descendants of a mixture of Mongol and Malay. Most Japanese have yellowish skin, dark hair and eyes.

G.W. WINTER '87

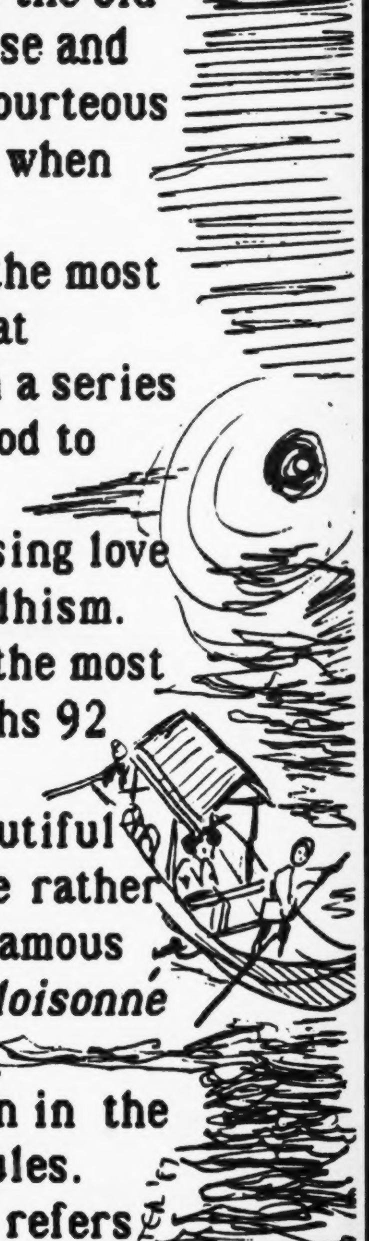


Japan - An Island Country
Social Studies Adventure 4

The Japanese people have a combination of the old and the new. They combine the best of Japanese and the Western ways of life. Japanese are very courteous and even bow their heads and exchange names when meeting people for the first time.

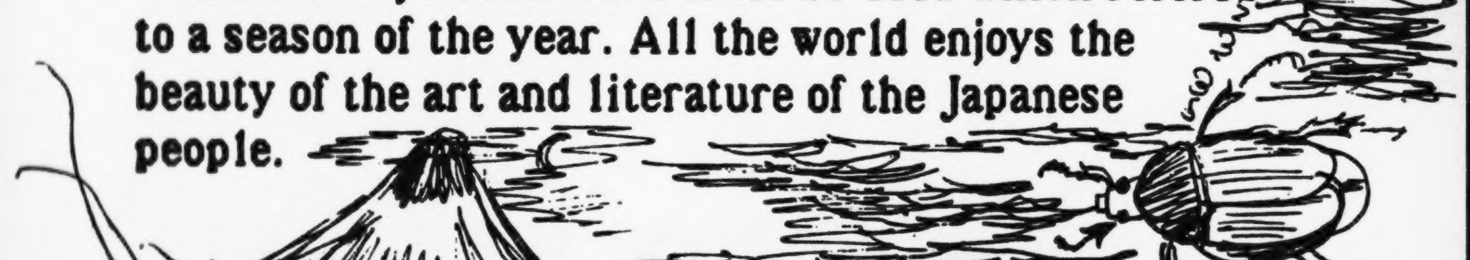
Japanese love beauty. Their gardens are the most beautiful of all the world. Japanese people eat mostly rice and fish. They serve their food in a series of small bowls that contain just one kind of food to emphasize- color, texture and design.

Japan has a long history of expressing love for the arts. Their art is an expression of Buddhism. A 700-year old Great Buddha at Kamakura is the most famous statue. It is 40 feet in height and weighs 92 tons.



Japanese have made flower arranging a beautiful expression of art. They put emphasis on line rather than color or form. Craftsmen of Japan are famous for carvings, ceramics, silk embroidery and *cloisonné* (a type of enameling).

Japan has a love for poetry. Poems written in the form of tanka and haiku follow the ancient rules. Almost always some word must be used which refers to a season of the year. All the world enjoys the beauty of the art and literature of the Japanese people.



Japan: Contract for Social Studies

Name____________________________Date__________

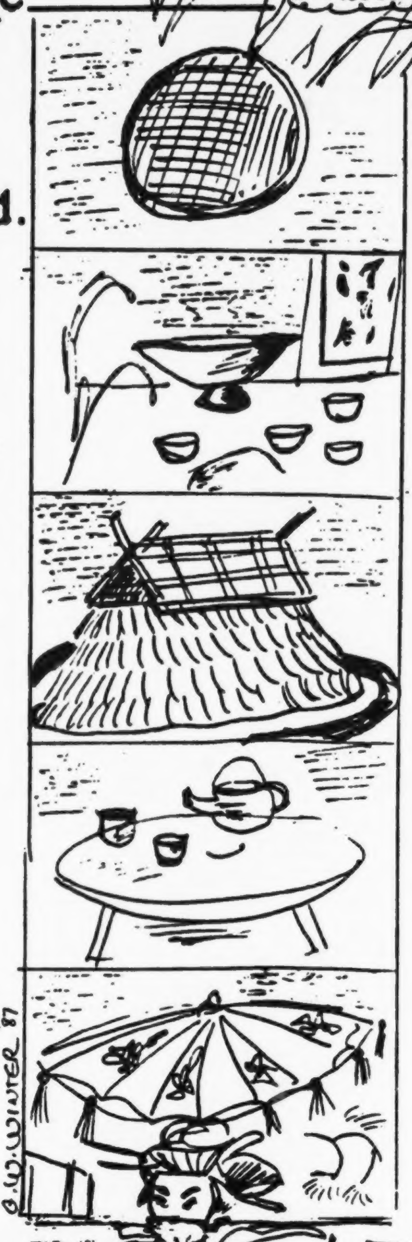
1. Draw a picture of the Japanese flag. The land of the rising sun has red sun with a white field.

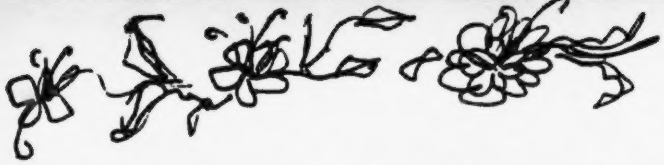
2. Japanese meals are usually eaten with chopsticks. Draw a picture of formal meals and how they are served.

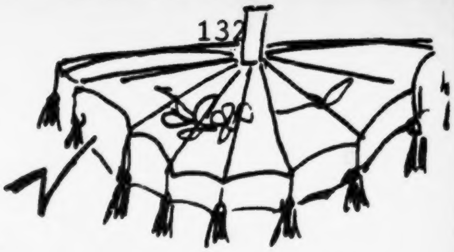
3. Japanese children must attend school at least 9 years. How is this divided?

4. Write a description of the Japanese Tea ceremony.

5. Write a haiku about a Geisha girl in Japan (3 lines, 5,7,5 syllables).







Japan A Way of Life------

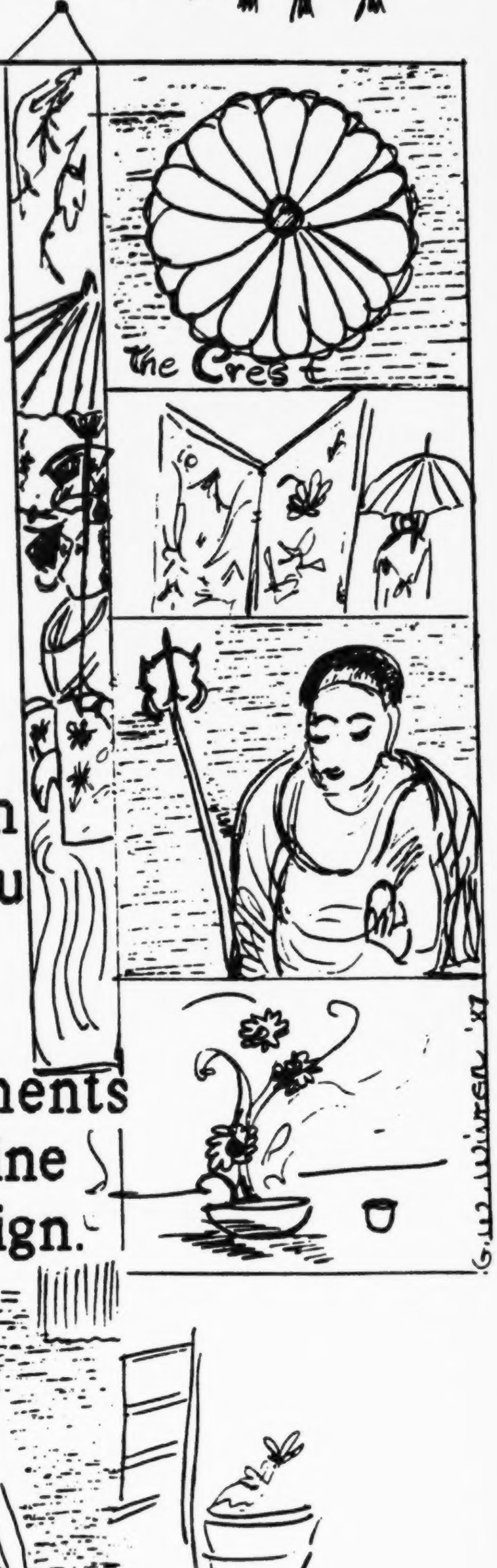
Contract for________________________________

1. Traditional Japanese clothing is the kimono. Draw a dressy kimono.

2. The Japense wear geta. What is this? Draw it.

3. Shinto, the original religion of Japan worshiped the spirits of nature. This is very much like the American Indians religion. Why do you think this religion ended?

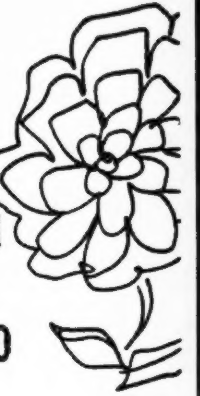
4. Japanese flower arrangements have developed as an art. Line is the emphasis. Show a design.



Social Studies Adventure 4 Mexico, View of Life

Helping Hands: READ ABOUT MEXICO

Mexico is the most northern country of Latin America. It is to the south of the United States. Only the United States and Brazil have more people than Mexico. The Indian empire in Mexico (Aztec) fell to Spanish invaders in 1521. Mexico has a long history of success. The Aztec Indians built large cities, developed a calendar, invented a counting system, and used a form of writing. After the Spanish invaders took over in 1521,Mexico was a Spanish colony for 300 years.

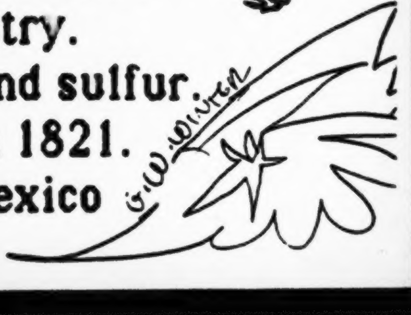


A third group of people developed in Mexico.They were known as mestizos . Mexican's take great pride in their Indian ancestry. In 1949 the government made an Indian the symbol of Mexican nationality. He was Cuauhtémoc, the last Aztec emperor, whose bravery under Spanish rule made him a Mexican hero. He looks very much like the Indians in the border states of New Mexico and Texas.

Mexico has a variety of landscapes and climates within a short distance. Mexico has warm climate, tropical forests, dry deserts and fertile valleys.

Mexico produces cement, chemicals, clothing, and processed foods. Crops that Mexico produces are coffee, corn, cotton, oranges, and sugar cane.

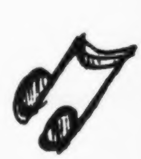
In 1970 new discoveries of petroleum increased the importance of Mexico's petroleum industry. Mexico has large deposits of copper, gold, and sulfur. The Mexicans overthrew the Spanish rule in 1821. The real revolution started in 1910 when Mexico



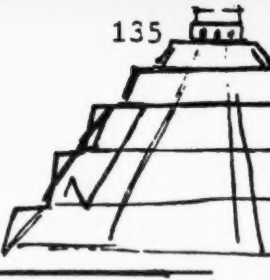
began a long struggle for social justice and economic progress.

The Mexican government has a constitution very much like the United States of America. They have a president, a national legislature called the Congress, and a Supreme Court. There is no vice president. An election occurs if a new president is needed. Mexican federal government powers are much greater than those of the U. S. These powers apply to economic matters, education, and state affairs. The government used these powers to break up privately owned farmland and divide them among the poor, and set up a national school system.

Almost all Mexicans speak Spanish. Many words that are used in the United States come from Mexico. They include canyon, corral, desperado, lariat, lasso, patio, rodeo, and stampede. Most Mexican people belong to the Roman Catholic Church. Today, Mexican law provides freedom of worship, but it does not allow any church to own land or to take part in potitical life.



Mexico City is the largest and most colorful city of all. Native artist have decorated the buildings with murals (wall paintings). The painted walls tell the story of the revolution of Mexico.



Social Studies Adventure 4 Around the World: South of the Border: Mexico

Name________________________________ Date__________

1. What river forms about two-thirds of the boundary between U.S. and Mexico? Draw a map of the country.

2. The last Aztec emperor, Cuauhtémoc, is the symbol of Mexican nationality. What does he look like?

3. Mexico is one of the world's leading producers of coffee, corn, cotton,oranges and sugar cane. Crops are grown on only about an eighth of Mexico's land. What is the reason the rest of the land is not farmed?

4. The Mexican government is based on the constitution like that of the United States. It has three branches of federal government. The government in 1910 used its power to give land to the poor of Mexico. What powers does the government have that the U. S. of America does not?

S ocial Studies: South of the Border: Mexico

Name____

1. Beautiful silver art objects are produced by silversmiths of Taxco. Discover the Church of Santa Prisca. What is the priceless art there?

2. José Orozco, Diego Rivera and David Siqueiros painted on public walls . Uncover the theme these talented artists used in their work.

3. Ancient Mexican music is still played in some parts of Mexico. A *jarabe tapatío*, or Mexican hat dance is popular. Perform this dance with Mexican music and costume for your class.

4. Sunny **Acapulco** - is a popular winter resort. How does the weather there compare to your state in January?

5. What Mexican words are used in the United States ?

6. Mexican cities are Acapulco, Guadalajara,Tampico. Mexico City, Monterrey. Tell about one of these.

G.W. WINTER

Social Studies Adventure 4: *Mexico our Southern Neighbor*

Name____________________________________Date_

Read **Do** **Check**

Mexico City
Fiesta
E.W. Winter '82

1. Mexico City is a very large and colorful city. Investigate the language spoken there. What other country has influenced Mexico?

2. All roads in Mexico lead to Mexico city. What does that mean? Who governs this city?

3. Trace briefly the history of Mexico from 1821 until 1940. What major events lead to their revolution and freedom?

4. Describe the Plaza of the Three Cultures. Draw it .

5. Read and explore the ancient Indian pyramids and temples of San Juan Teotihuacan.

6. What is the national sport of Mexico ? Trace its history.

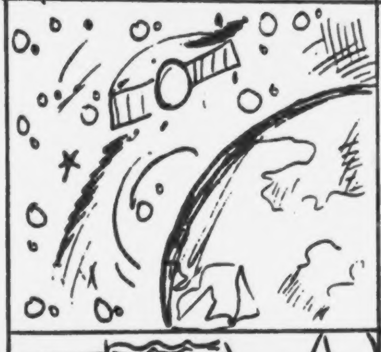
Social Studies Adventure 4 : **RUSSIA** - Union of Soviet Socialist Republics

Name______________________________Date__________

1. Russia is the largest (land) country in the world and the most powerful Communist nation. Draw a map of Russia.

2. Red Square in Moscow is the scene of a May Day parade every year. What are they celebrating?

3. Russia's Sputnik I is honored by a monument in Moscow. What great event does the monument represent?



4. Look up the Coat of Arms of Russia. The motto, "Workers of All Countries, Unite!" What does their motto mean. What does the hammer and sickle represent?

Social Studies **Russia -Union of Soviet Socialist Republics**

Name________________________________ Date__________

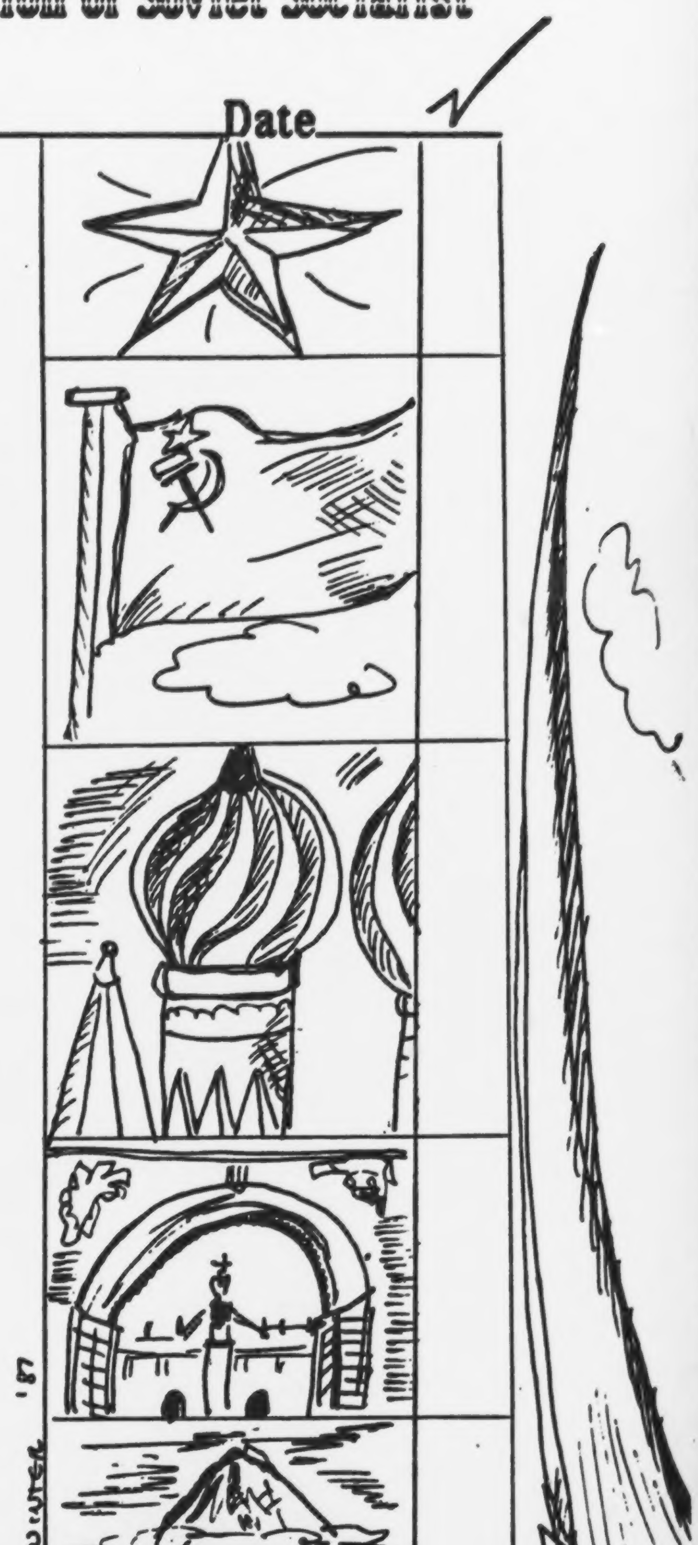
5. Only China and India have more people than Russia. Show their (U.S.S.R.) population on a map.

6. The people who run the Communist Party control Russia. What are some differences in a communist country and a democratic one?

7. The Armed Forces of Russia are over 3 million strong. At what age are the Russian people required to serve in the military ? Do men and women serve?

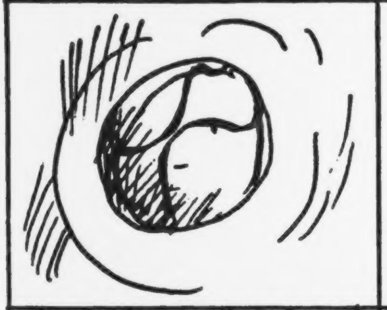
8. The structure of the Soviet government is like a pyramid. Draw a poster of this structure.

9. The government restricts the people's contact with non-Communist nations. Why are these restrictions imposed?



10. In order of size, the Russian cities, Moscow, Leningrad, and Kiev are crowded and many families have small homes. Where do most of the people live?

11. Russians love sports. Soccer is the most popular sport. What honors have they won in the 1980's?



12. Artists in Russia must present the ideas of Communism in their works. What types of art works are done in the United States and how is art different? Tell about U.S.S.R.music.

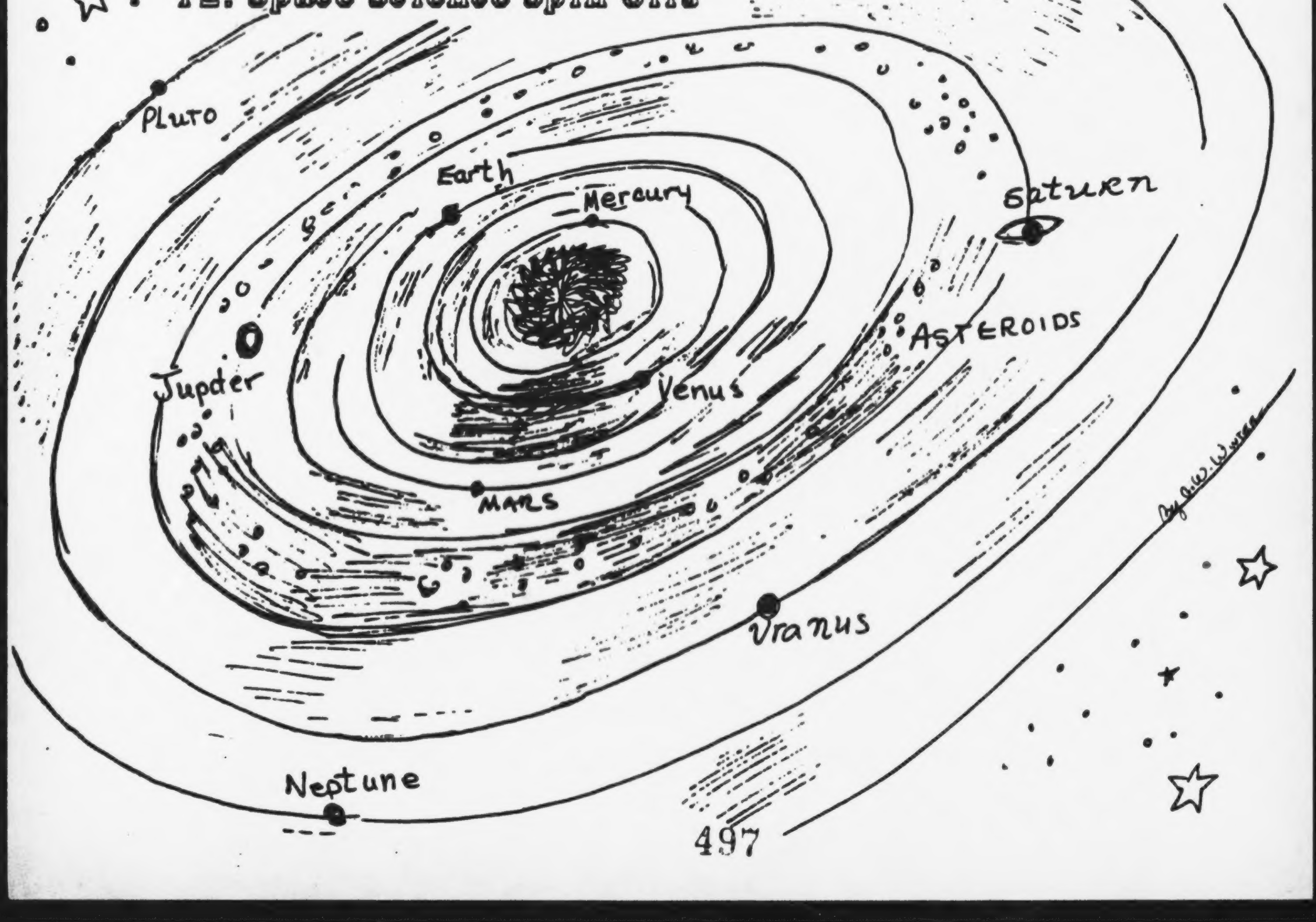
13. The 1800's produced great literary activity in Russia. Leo Tolstoy and Ivan Turgenev are two of these great writers. What works made them famous?

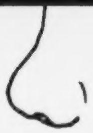
Tolstoy
G.W.WINTER '87

14. Draw a picture of the Saint Basil's Church in Red Square.

Contents Adventure 5

1. The Basic Senses
2. The Parts of the Brain
3. Discovery Lesson: Where did the Moon come from?
4. The Scientific Method
5. Discovery Lesson:Where are we in space?
6. Discovery Lesson: Snow
7. Computer Science
8. A Play: The Space Travelers
9. Space Traveler Logic Game
10. Thinking In the Methods of Science- Experiments
11. Famous People In Science
12. Space Science Spin Offs


Pluto
Earth
Mercury
Saturn
Asteroids
Jupiter
Venus
Mars
Uranus
Neptune



The Five Basic Senses

HEARING- SIGHT- SMELL-TASTE- TOUCH

INTRODUCTION: The senses tell many-celled animals (humans) what is going on in the environment. Many people think that human beings have only five senses: hearing (ears), sight (eyes), smell (nose), taste (mouth), and touch (many areas). Scientist have found that human beings also have other kinds of senses which include hunger, pain and thirst.

There are two groups of senses. The external and internal senses. They tell the brain what is going on outside the body. They are hearing, sight, smell, taste and touch.

They also include the sense of heat, which is felt by special receptor (receiver) cells in the skin. **External** senses gather information about what is happening outside the body.

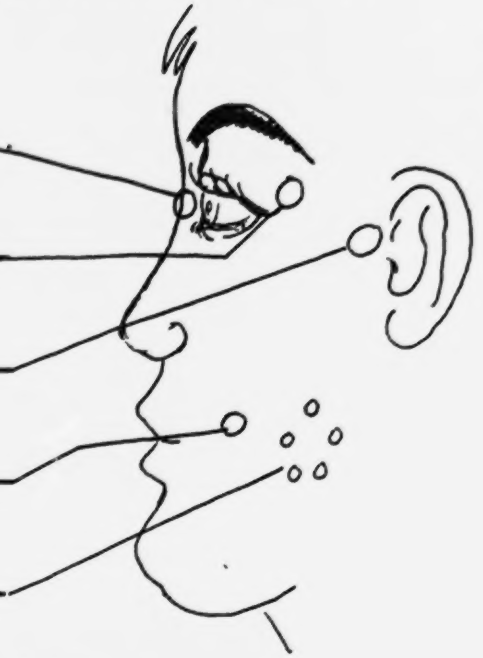
Internal Senses

Internal senses receive information about what is going on inside the body. Inside senses know changes that take place inside the body and send messages about these changes to the brain. These senses control feelings such as hunger, pain, thirst and alert the body when rest is needed. These senses also respond to position of joints, to stress of muscles and to the position of the head. The internal senses help keep a proper balance inside the body.

Each person should learn about how their body operates and listen to the messages that the body discovers.

Assignment:

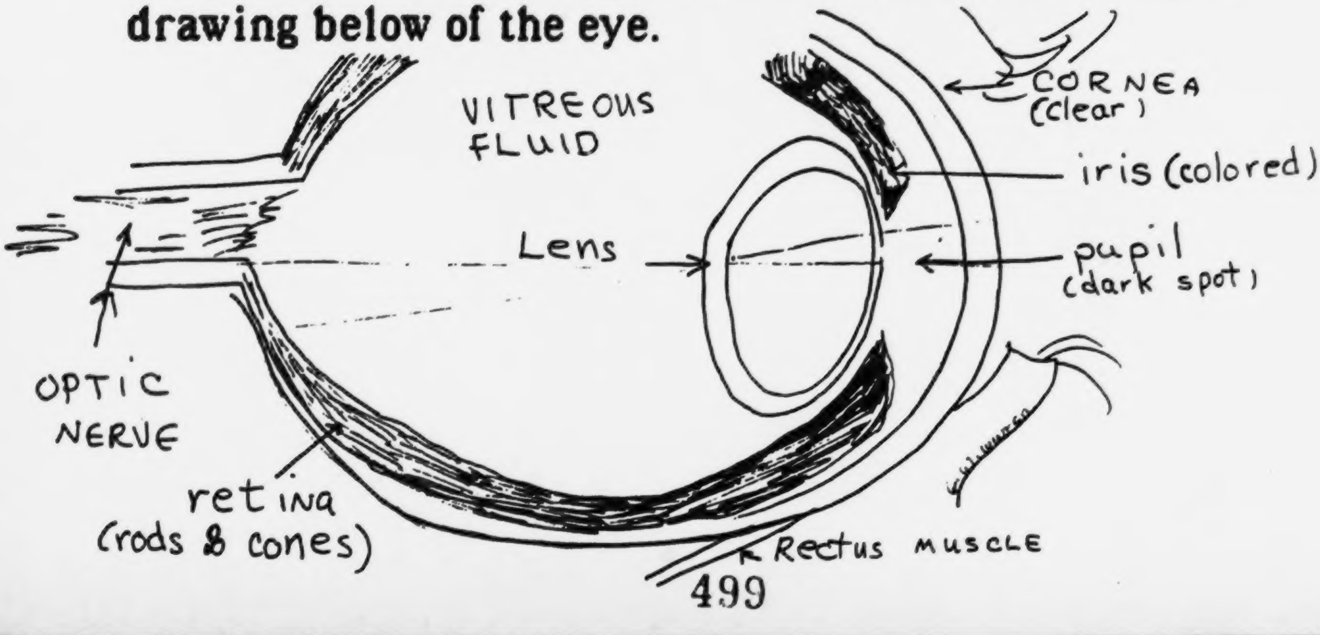
Locate the external senses on the following drawing. Select one of the five senses and make a poster of all the ways this selected sense gives information to the mind. Example : Eyes - Helps in learning about the world. Recognition of people and things. If you have never seen color, you would not understand what it is.



Smell________________
(Olfactory nerves)
Sight________________
(Retina of the eye)
Hearing________________
(Cochlea of ear)
Taste________________
(Taste buds on tongue)
Touch and heat________________
(Receptors in skin)

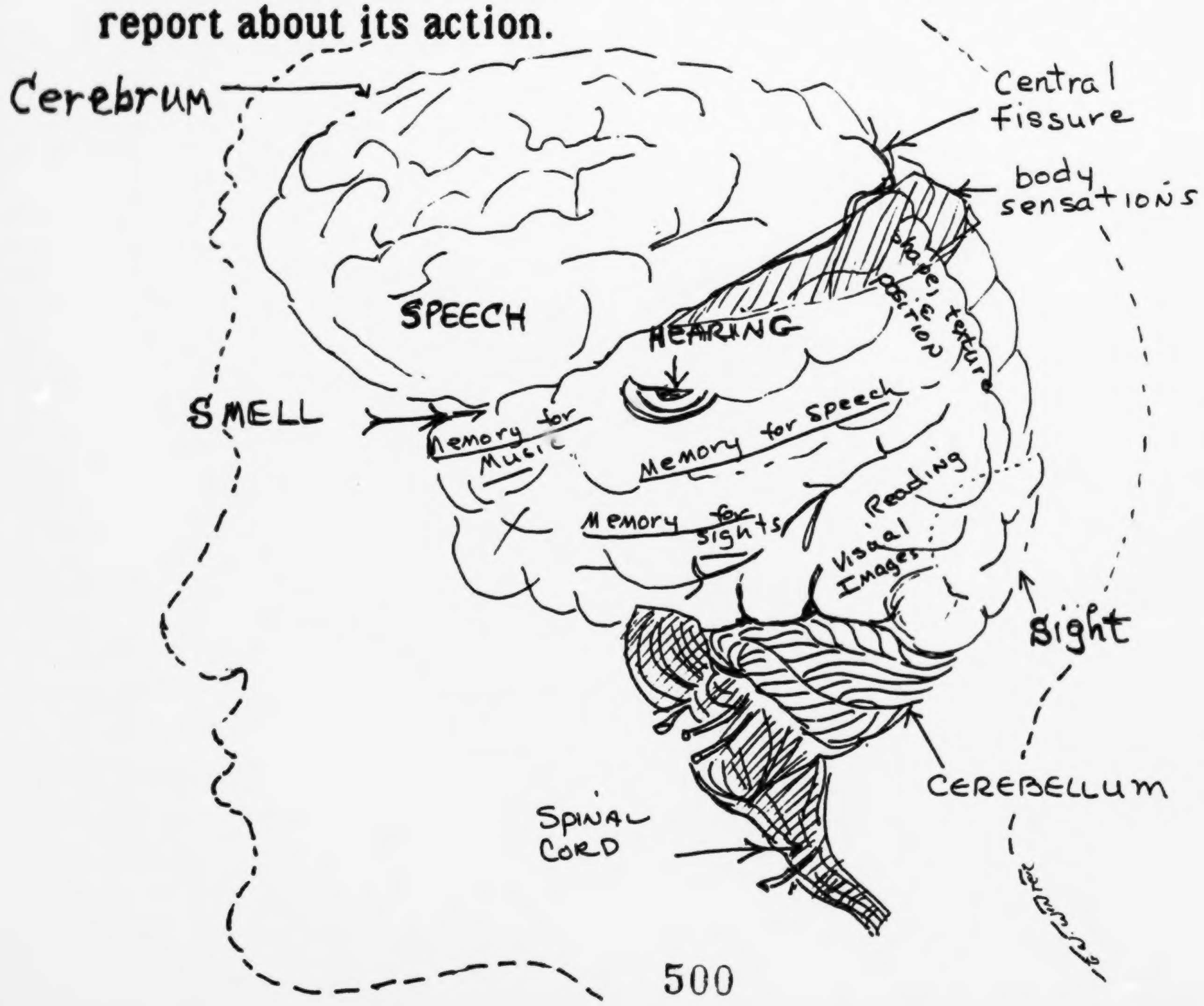
External Senses and Their Receptors

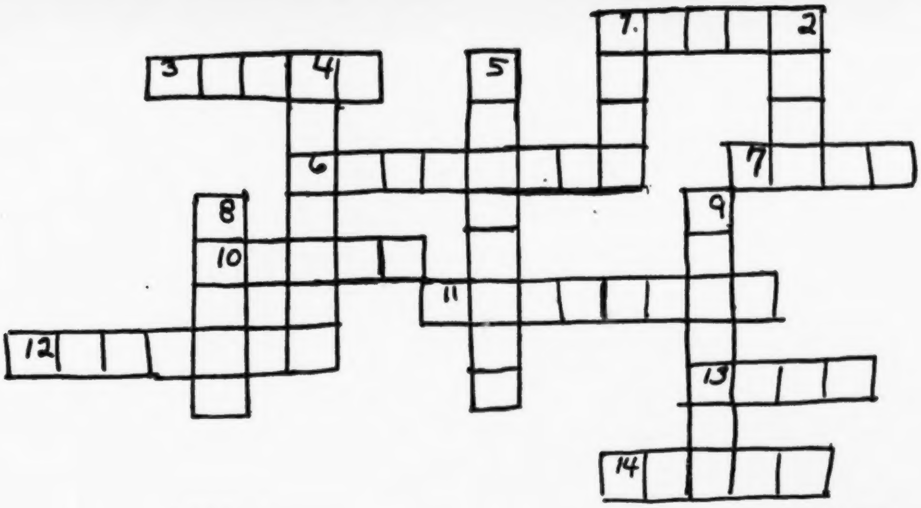
The above drawing shows where the receptors of the external senses are located. Study the detailed drawing below of the eye.


VITREOUS FLUID
CORNEA (clear)
iris (colored)
Lens
pupil (dark spot)
OPTIC NERVE
retina (rods & cones)
Rectus MUSCLE

The Parts of the Brain

Scientists have found that certain centers in the brain help control and tell the body members what to do. Look at the section of the brain that has to do with hearing. Think how important a part the brain plays in the working of the body. Make a poster of the brain parts and centers. Select one of the functions of the brain and describe why this function is important. How would your life change if the memory center for music did not work? The brain tells all the body what is needed and processes information. The colors of the brain are normally gray and white. Select one of the parts of the brain and write a short report about its action.


Cerebrum
Central fissure
body sensations
shape, texture, position
SPEECH
HEARING
SMELL
Memory for Music
Memory for Speech
Memory for sights
Reading
Visual Images
Sight
CEREBELLUM
SPINAL CORD



Across

1. Nerves carry messages to the _b_ _ _ _ _ about smell or odors.

3. IF you do not like the t_ _ _ _ of food you reject it.

6. Clus_ _ _ _ _ _ are the way that the sense of touch is arranged.

7. If you can not hear you are _ _ _ _.

10. Food has to be moi_ _ in order for it to have taste.

11. Hunger, pain, and thirst are in_ _ _ _ _ _ _ senses.

12. The black circle in the center of the eye is the _pu_ _ _ _.

13. The round colored part of the eye is the _ir_ _.

14. _ _ _ _ _ _ _ is done with the eye organ.

Down

1. Taste _b_ _ _ are found on the tongue.

2. We smell with our _ _ _ _.

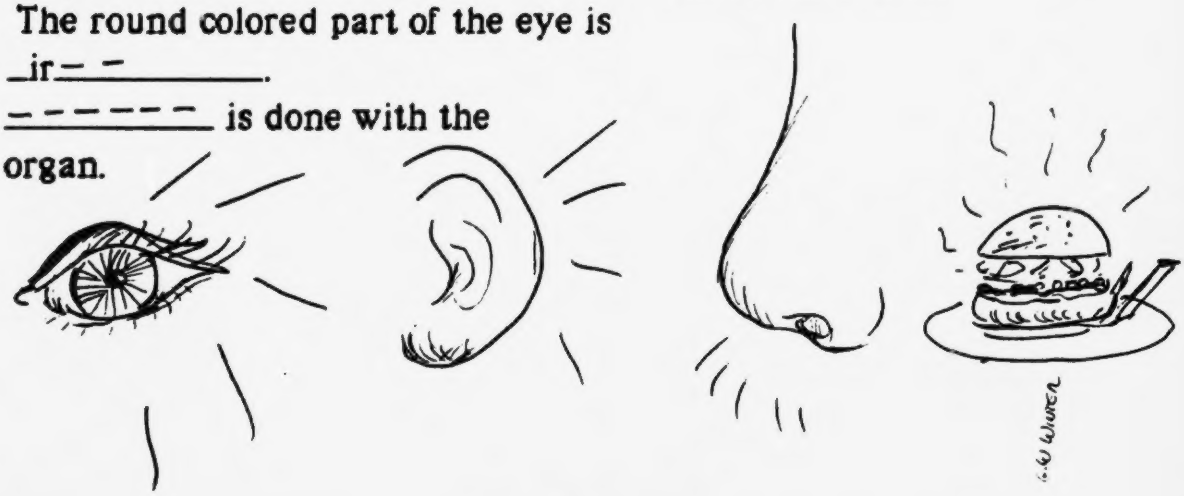
4. Tact_ _ _ is another name for touch.

5. Touch, taste, and smell are the ex_ _ _ _ _ _senses.

8. The senses of taste and sm_ _ _ are related.

9. The ear is used for he_ _ _ _ _.

Finish the words.



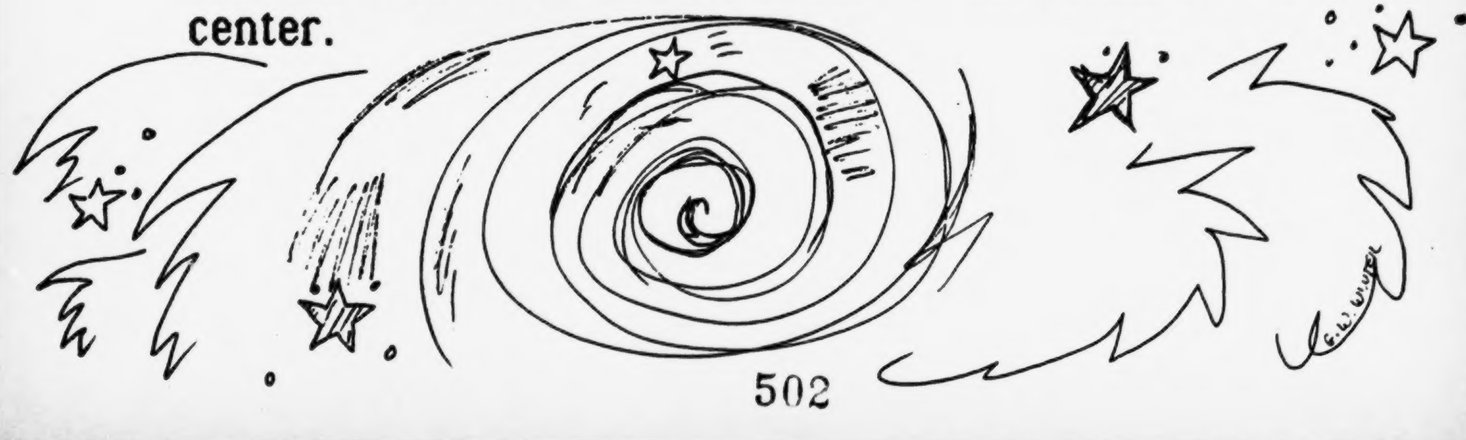
Discovery Lesson: **Where did the Moon come from?**

Science has given us three answers to this question. Think about these three. Where do you think the Moon came from?

Earth
liquid

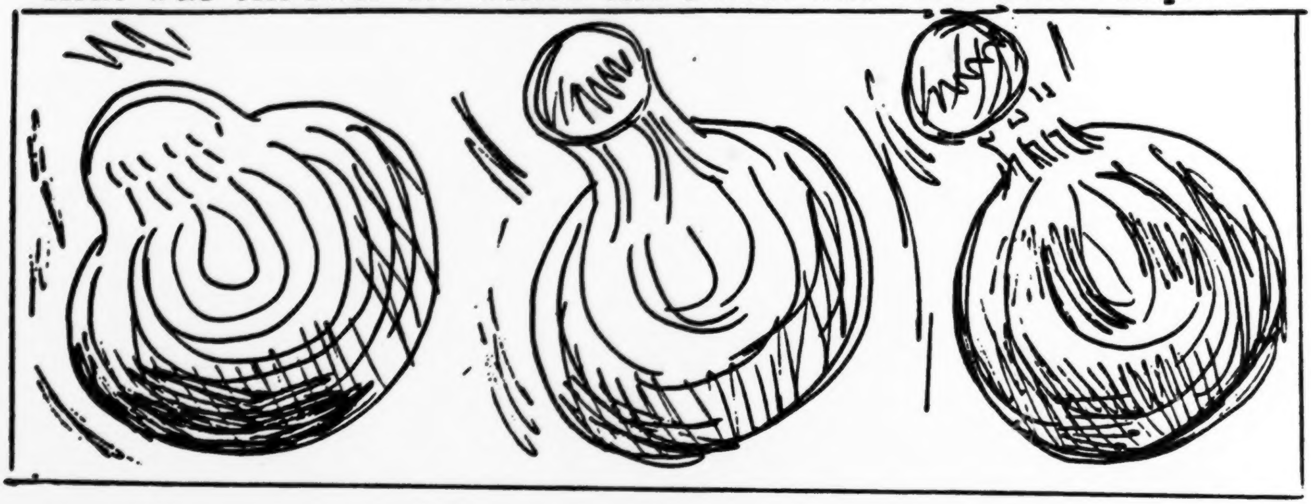
The scientific theory (a belief) based on logical thinking is that the Moon is a thrown-off portion of the Earth. When the Earth was in a semi-liquid state its fast movement around the Earth caused it to be shaped like a hot air balloon. The smaller part separated from the Earth and became the Moon. Another theory is that the Moon was a huge chunk that was torn loose from what is now the basin of the Pacific Ocean. The Moon would just about fill the hole that is now filled by the Pacific's waters. Look at the drawings of the three theories.

The third theory is that the Moon is older than the Earth. When the Earth was formed, the Moon was captured by the gravitational pull of the Earth. Which theory do you like best? Why? Do you think the Moon may have been formed in a different way than any of these theories? Do a series of drawings that show how the Moon could have been formed the way you think about it. Use color to show the drama. Study the drawings of the three theories. Then draw your own theory or belief of how the Moon was formed. You could be right. Use the materials in the Art center.

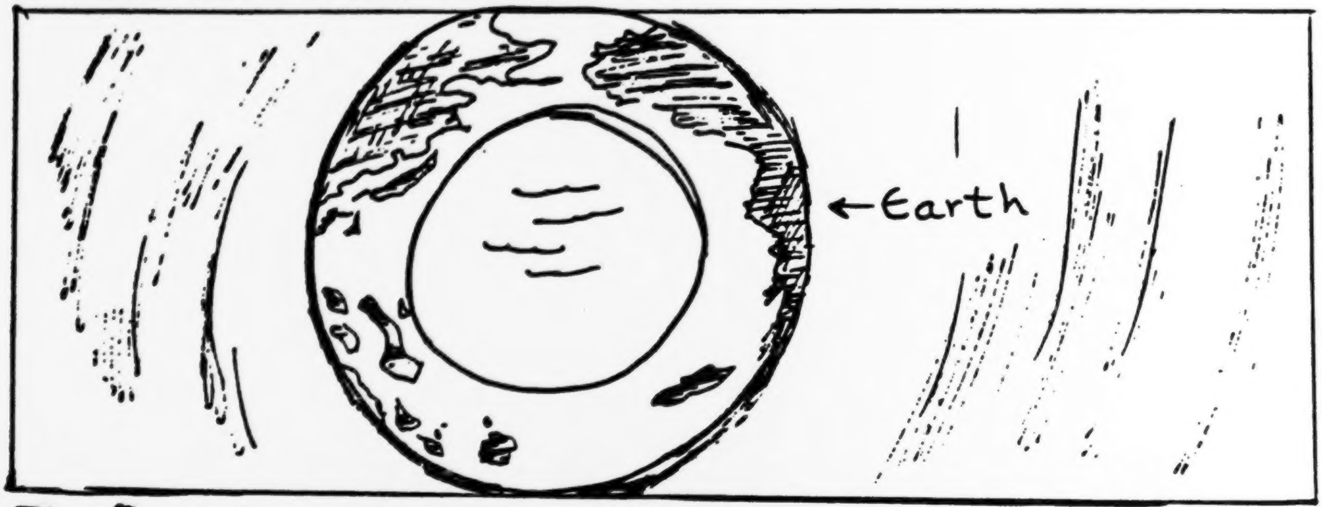


How was the Moon formed : Three theories:

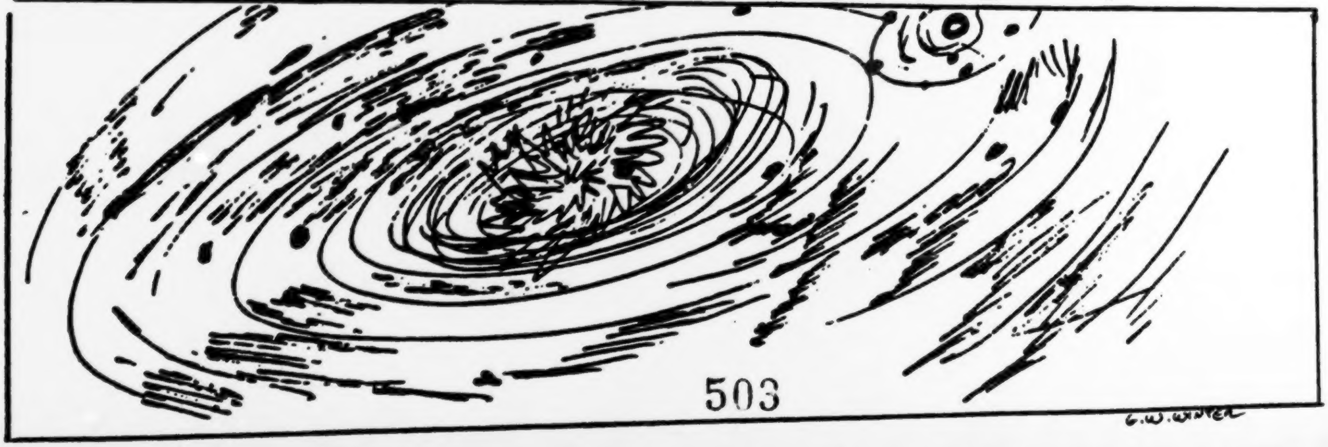
One theory says that the moon is a portion of the Earth that was thrown-off while the Earth was still semi-liquid.



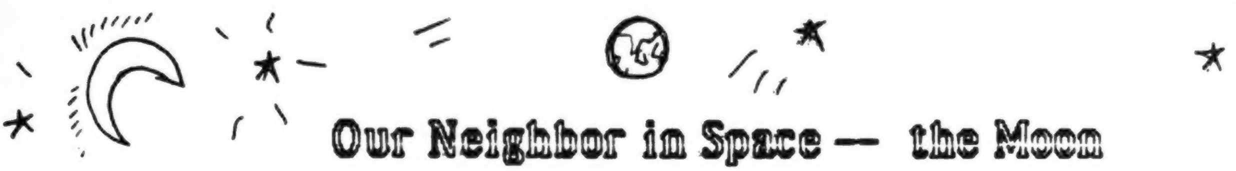
The Moon was formed from a chunk of Earth torn from what we call the Pacific Ocean.



The Moon is a relic of an earlier stage of the solar system and the Earth caught the Moon in the force of gravity.



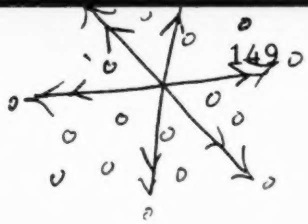
C.W. WINTER



Our Neighbor in Space — the Moon

Helping Hands: The Moon is the Earth's nearest neighbor in space. In 1969, man visited the Moon. The Moon was photographed by the Apollo II astronauts during their return trip to the Earth. They made man's first landing on the Moon on the Sea of Tranquility.

Contract assignment: Draw a picture of the Moon. The Moon is anber and light tan. The highland areas of the Moon are lighter in color. The Moon is the brightest object in the sky but it gives off no light of its own. When the Moon shines it is reflecting (casting back) light from the Sun. The Moon travels around the Earth every 29 and 1/2 days. If the Moon were seen next to the Earth, it would look like a tennis ball next to a basketball. Draw the Moon and the Earth and color it in. Add the distance in the drawing of (235,857 miles) from the Earth to the Moon. The Moon is a silent and lonely place with no life of any kind. The Moon has no air, no wind and no water of any kind. On the Moon, the sky is black even in the day time. At night, the Moon's surface is cold. In the day time the rocks on the Moon are too hot to touch. Draw a picture of what it would be like to live on the Moon. What kind of clothing would we have to use? If you were to build a Moon house, what would it look like. Draw a Moon Community. How would you provide for food, water and control the moisture on the Moon? Use your imagination and draw how it would look on the Moon. Use the materials in the Art center.



The Scientific Method: Adventure 5
Helping Hands:

The Scientific method is a way of thinking. A scientist is interested in events that can happen again. By repeating an experiment, a scientist may find the cause of an event. The formal scientific method has at least five check points. They are:

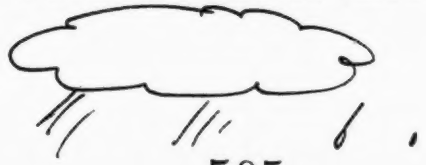
(a) Stating the Problem. Watching the rain fall and then later seeing snow makes one wonder how rain and snowflakes are related?

(b) Forming the Hypothesis (theory ,idea). Both rain and snowflakes are water. Rain comes from low warm clouds and snowflakes fall from clouds that form ice crystals when the water vapor in clouds freezes.
The hypothesis might be that water vapor in clouds change its form when the temperature is freezing.

(c) Observing and Experimenting. The scientific person will try to set up a way to observe this same experiment on earth . The moist air of the breath will condense into supercool water clouds when one breathes into a deep-freeze.

(d) Interpreting (explaining) the Data. Rain and snowflakes have the same source. Water comes out of the air and so does snowflakes.

(e) Drawing Conclusions. The conclusion may be that snow and rain both come from clouds. The experiment may show that moisture in high cold air (freezing) turns int snowflakes. Moist warm air turns into rain.



Science Adventure 5

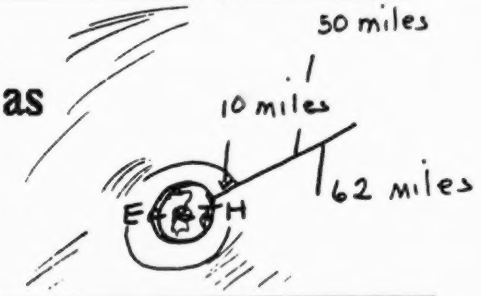
Name__________________________________Date________

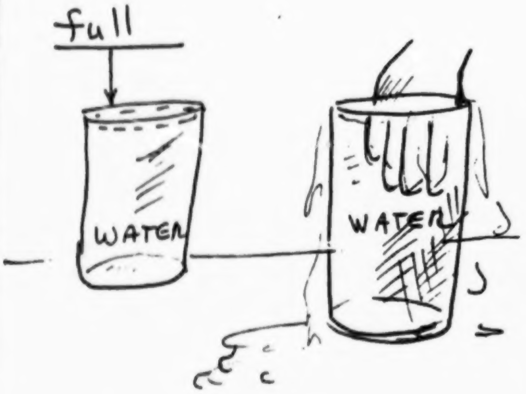
Where are we in space?

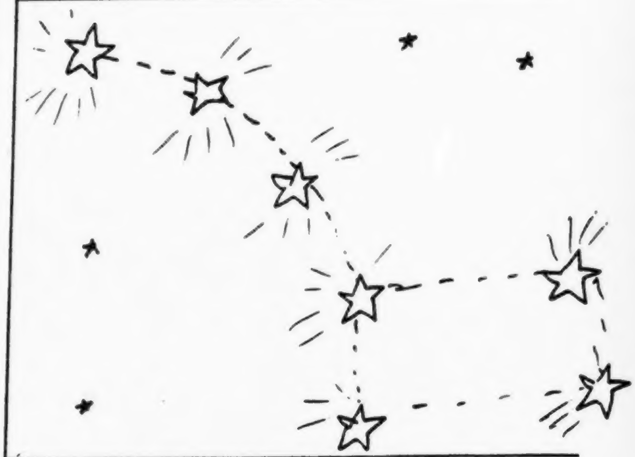
1. **International law** sets space as 62 miles above the Earth. Space is a part of our life on earth. Try this . Fill a jar 1/2 full of water and then put your hand in it. What happened? There are two types of space. Outer space is outside and inner space is near . All objects occupy space. Design your proof.

2. Hang the Big Dipper on the wall in your room. You can mount it on a plank of wood. Use the drawing given. Where is the top of the dipper? It depends on where you are on earth.

3. Find the Little Dipper. Hang it close to the Big Dipper. Look in the World Book.

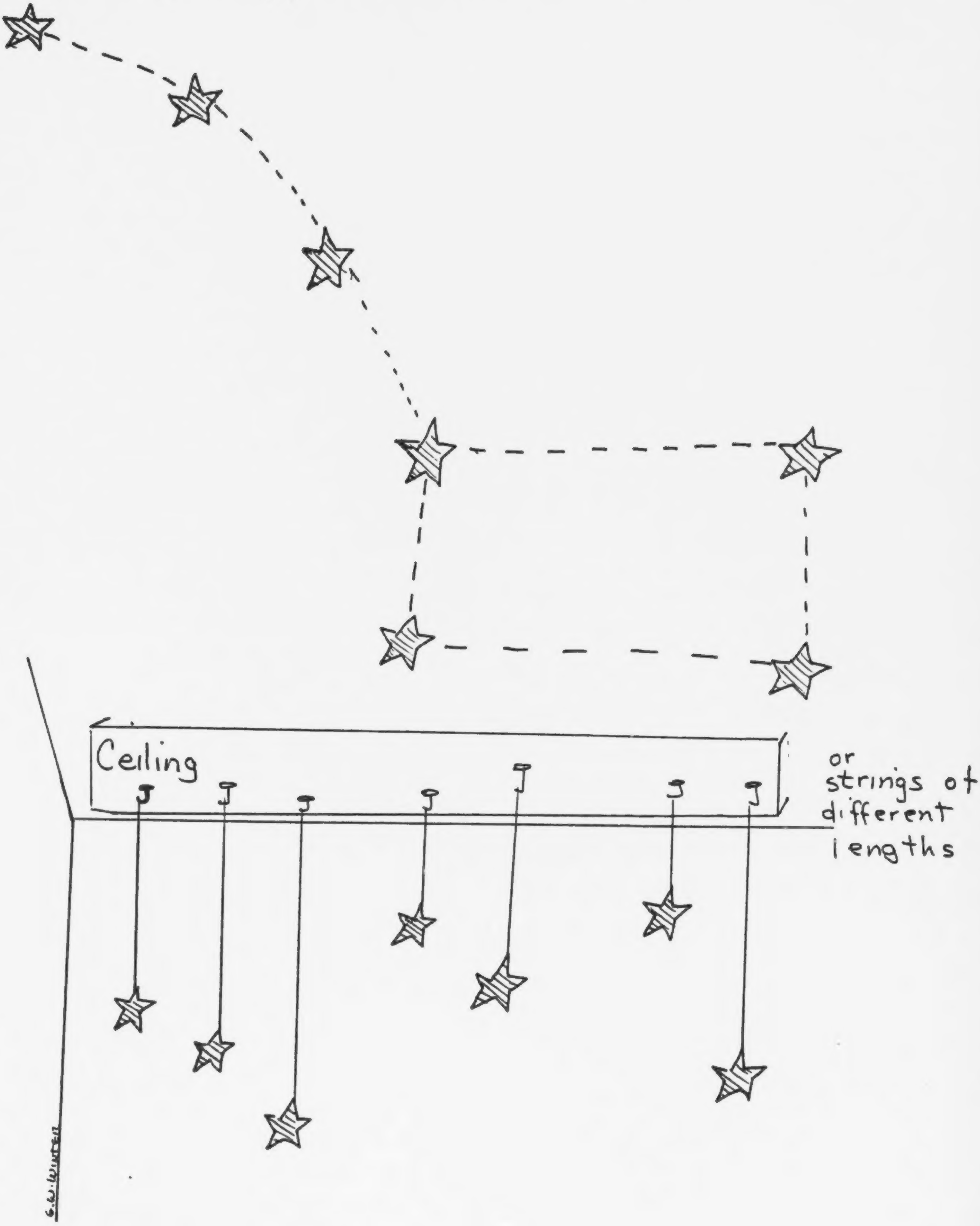






The World Book

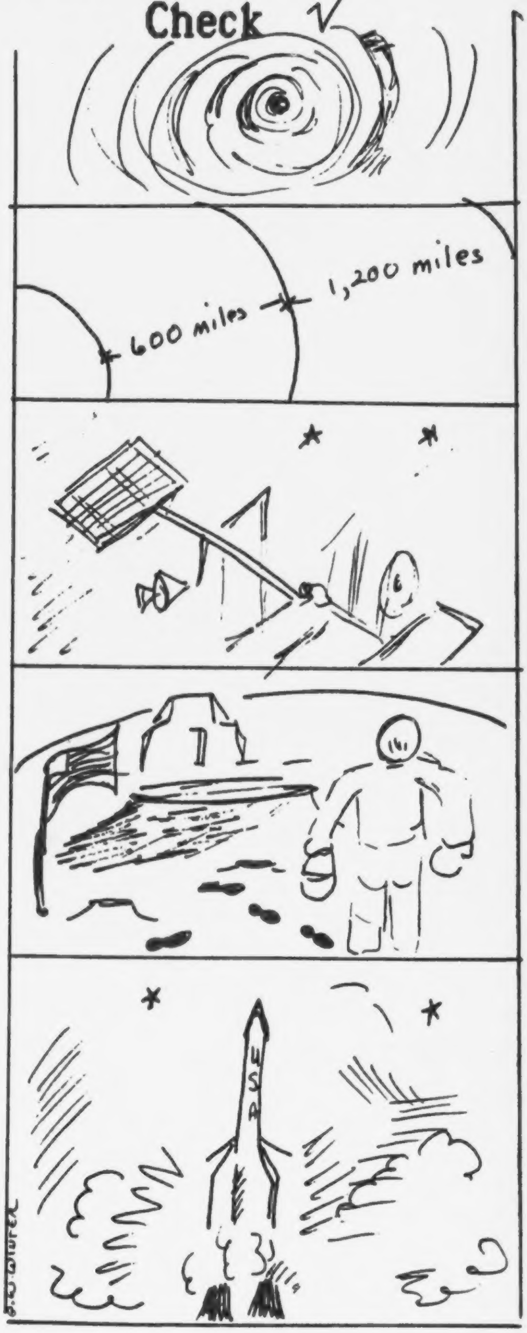
The Big Dipper constellation.


Ceiling
or strings of different lengths
C.W. WINTER

Science Adventure 5: Question and solutions

Name Date

Contract READ Do Check


600 miles
1,200 miles
USA

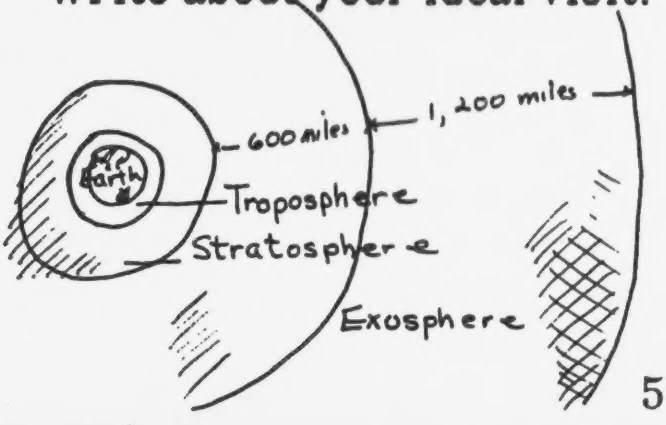
1. There are millions of galaxies like the one were we live. Draw our galaxy.

2. Where does outer space begin. Circle 400 feet above earth, 600 feet, 900 feet.

3. The universe (u-ni-verse) is the biggest thing we can picture. Look up the story by Greek Lucian of Samos, what was his dream? It has now come true.

4. When H. G. Wells, wrote The First Men on the Moon in 1901 man had started to develop air travel . List some known Americans in this field.

5. Galileo built the first telescope in Italy in 1610. Dreams of reaching other worlds opened up. What world do you want to visit? Write about your ideal visit.


600 miles
1,200 miles
Earth
Troposphere
Stratosphere
Exosphere

Adventure 5 Science

Helping Hands

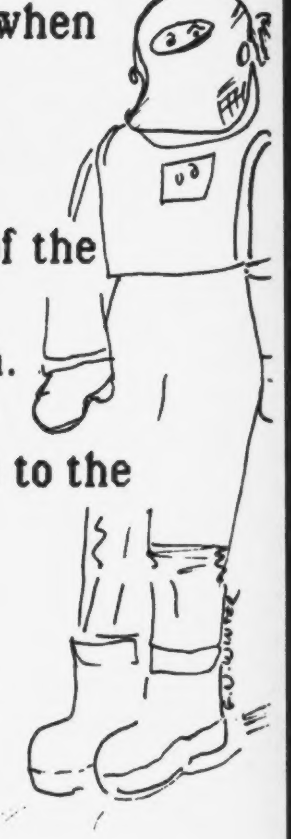
Select one of the topics for an Independent Study Unit. Use the outline in the Language Arts (Yellow content area). The most difficult questions have * by them.

Select from the following areas.

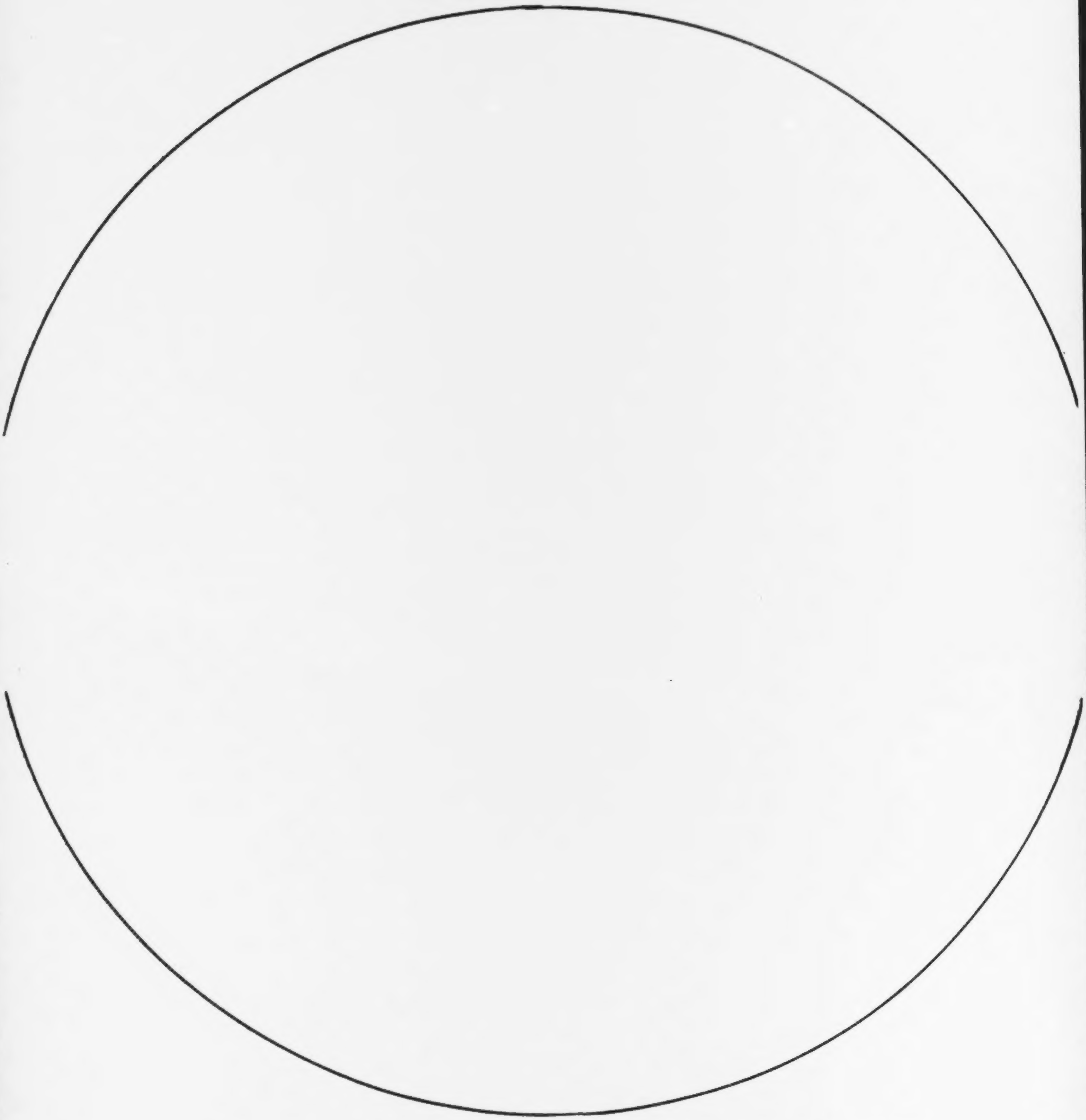
1. The Earth's gravitational attraction pulls things toward the center of the planet.
2. The path of a satellite around the Earth is called an orbit.

3. The Earth rotates on its axis.
4. * Man must take the things he needs to live in outer space. Man is like a fish out of water in outer space.

5. * Weightlessness occurs when the spacecraft is either beyond the pull of the Earth's gravity or when earth's gravity is counterbalanced by forward movement of a rocket.
6. The earth is in motion.
7. * Day and night are caused by the rotation of the Earth.
8. The Earth is the third planet from the Sun.
9. The Earth's axis is tilted.
10. The tilting of the Earth's axis contributes to the four seasons.
11. There are nine planets circling the Sun.



The Earth



Draw and color what the earth looks like now.

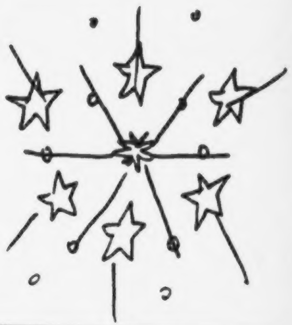
Contract in Science: Check what you want to do.

Read Do Check ✓

Name________________________________ Date________

1. Snow always appears as tiny six-sided crystals. Draw a picture of a (your own) snowflake.

2. No two snowflakes are exactly alike. A stud snowflake is formed in high cold height. It has two plates just alike and is attached by a short column. Make this out of paper.

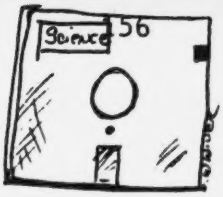


3. Artificial snow has been produced in a science lab and also outside. Vincent J. Schaefer produced artificial snow first. Tell about his adventure. Tape the adventure.

4. On Jan. 26 and 27, in 1967 a record snow 19.8 inches buried Chicago . What is the record snowfall for a calendar month in the United States?

SNOW IN Chicago

5. Snow falls only on about one third of the Earth. Name three different places where snow never falls. Think like a scientist.



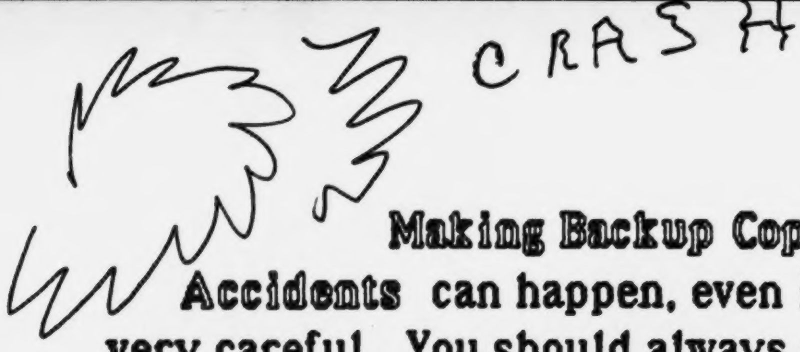
Adventure 5 Computer Science

Let's Learn About Software

What is software?

Answer: A piece of software is simply a program (on disk) and a set of instructions for the computer to follow. It is just like a food recipe because it is a series of ordered steps that are followed that give the desired results. When you load (place the disk into the disk drive) a program you will see the latest video game or what ever package you have purchased. You can purchase software for almost any purpose . You can also learn to write programs of your own. With the demand from the public, the ability to perform work of most software packages has increased. Programs are made user-friendly so that everyone can understand and use them. Just load the program by putting the floppy disk into the drive and turn on the computer. You may have to type in a word command like Run Copy and press enter (return). After some grinding and whirring, the program will appear on your screen.

Menus are a popular way to prompt the user (you). Menus are lists. You choose one thing on the list on the screen and the computer executes that choice. You do not have to learn to program to enjoy computers. By using a software program you can learn any of the computer languages and write your own programs. The local library and colleges offer programming to young people. Always put an aluminum tab over the write-protect notch of the program to prevent accidents or erasures.



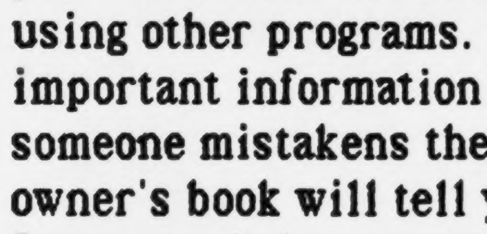
Making Backup Copies

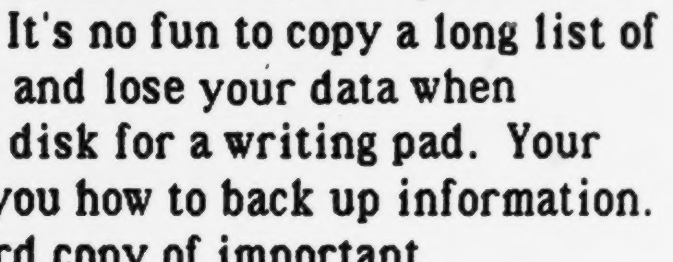
Accidents can happen, even if you are always very careful. You should always make copies of your purchased software whenever possible. Note; Professional programmers often protect their software from duplication with elaborate protection schemes that defy copying by normal means . If you can not copy your program, you must be very careful with the program disk. Some companies will let you buy a backup diskette for an additional charge. Some companies will offer you a copy that is not protected.

You should also make copies of the programs that your write and the data (information) that you create using other programs. It's no fun to copy a long list of important information and lose your data when someone mistakens the disk for a writing pad. Your owner's book will tell you how to back up information. Some people keep a third copy of important information at a safe location away from the computer.

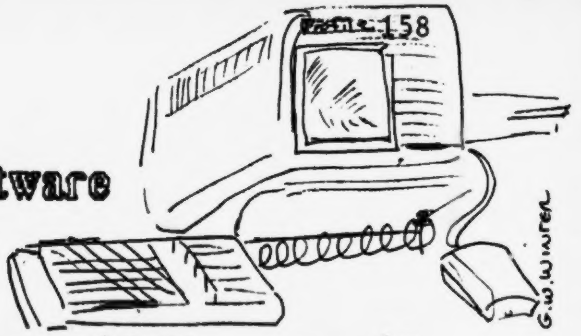
Assignment:

Ask your teacher to let you read the book on how to make a backup copy of your work. You can use a data disk that you have made in another unit. If you do not have a computer, then skip this assignment.





HFS
Hard Disk Startup
Sun



Choosing Your Software

Steps:

1. **What are your needs?**
2. **How much memory do you have (64K or more)?**
3. **Is the package designed for your computer?**
4. **Is the disk the correct size (5 1/4 or 3.5)?**
5. **Do not get less than what you need? A graphic (draw) program needs much more memory ability than most word programs.**
6. **There are four main sources of software for your computer (a) _______Computer Company, (b) solfware publishing houses, (c) magazines and books, and (d) users' groups and friends.**

Public domain programs are those that are not copyrighted; they are available to the public without getting permission from the writer of the program. These programs are usually about $5.00, or the cost of the disk only.

What about if the package is defective? Most software companies give a 90 day warranty. Some computers have only 90 days . Most known computer companies offer a one year protection plan for parts and service on their computer. Always be sure you know what your warranty covers when you purchase additional coverage. Your parents will take care of this, but you need to know about this.

A Play : The Space Travelers

Characters:

Space Engineer * 1
Space Engineer * 2
Commander Spaceage
Two Mission Specialists
Pilot Smyth
Payload Specialist
Ship's Doctor (From Earth)
Dr. Scientist
Dr.Astronomer

Time: The present. Scene I

Setting: Cape Hope Space Center. The shuttle and space people are assisting in the information and briefing of the next flight in space.

Space Engineer Number 1 (as he checks the shuttle): Looks A-O.K.to me. The three parts of the shuttle : the orbiter- check, the red external fuel tank-check-two long white rocket boosters-check. We'll drop these two boosters and tank in space when we get free of the Earth's gravitational pull. IT all looks GOOD to me .

Space Engineer number 2 : Double check for leakage or any sign of wear. It's a long way for fuel on Earth. Right? Check!

Commander Spaceage : O. K. you four crew members, let's get into our space suits. We need to check our cargo and food supplies.

Pilot Smyth : As a trained astronaut I can fly this spacecraft and will be assisting you in flying this shuttle out to space and back.

Mission Specialist One : Let's get this payload off the ground. I'll be your assistant this flight.

Mission Specialist Two : Great! Sounds like a great trip to me! I'll be taking care of those animals we are testing for Harvard University.

Payload Specialist : Let me check my math on the payload again. Yes, all looks well. This cargo (called the payload because somebody pays to have it carried into space) will be placed in the large section of the orbiter. We have 3 communications satellites to deliver into space.

Commander Spaceage : Once they are in orbit, our job will be done. They will transmit or relay messages easily to all parts of Earth.

Pilot Smyth : Looks like we have a full load this trip . Seven passagners is our limit!

Mission Specialist #1 : Right your are sir.

Dr. Scientist : I sure am glad I am getting to go along this trip! I will be able to do some experiments in zero gravity.

Dr. Astronomer : (Sarcastically) This trip will take us 5 days. I hope this lady , Dr. Scientist does not mind me not shaving for that time!

Dr. Scientist : Please Dr. A. (After a pause) Don't mind me being along. You'll look great on camera.

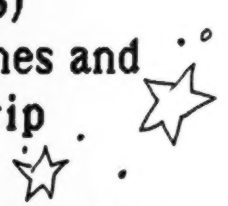
Commander Spaceage : (As he hands out a list of special instructions to all the crew members) I can tell this is going to be an interesting trip! I hope the Harvard animals like our accommodations!

Commander Spaceage: We will try for total success during the flight. I may change our plans at a moments notice. Be alert. We may not be able to do all that is planned. The safety of the crew comes first.

Pilot Smyth: Of course, you will have a lot of help-- from the crew members; the computers on board; Mission Control at Johnson Space Center in Houston, Texas ; and from different stations from around the Earth.

Mission Specialist One: Monitors at Johnson Space Center will pay close attention to things from messages on computer consoles as we go up. The crew's doctor will check your health from computers of course.

Dr. Scientist: All the people back on the ground are trained in space technology-- computer science, aerodynamics (AIR-O-DIE-NAM-ICS) engineering, medicine, rocket engines and other needed areas help make this trip possible.



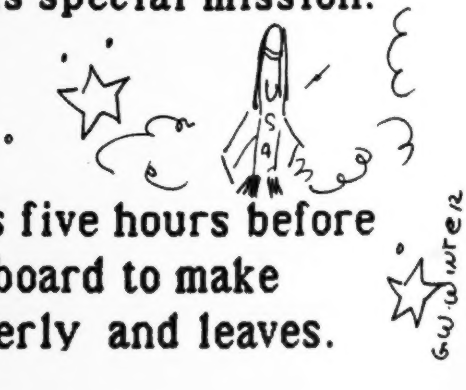
Commander Spaceage (Rising): We've spent over a year getting ready for this flight. We have all learned many things over our life time that we will need to know to be on this special mission.

Scene II

Time: Short while later.

Setting: The same.

At Rise: The final countdown begins five hours before liftoff. The ground crew comes aboard to make sure that everything works properly and leaves.



Two hours before lift-off, all the members of the flight crew board the shuttle.

Commander Spaceage: Now that we have crawled into our spaces- the side hatch--and stood on the wall. I have taken my seat on the left, and Pilot Smyth is here by my side-- we are just a little less than two hours now and counting (looking at the clock).

Pilot Smyth: Yes Sir! (Pause) Are you two mission specialists O.K.(Looking back as much as possible)?

Two Mission Specialists: (Together) Yes, we are!

Dr. Astronomer: I hope those experts back at Mission control have us lined up with all their instruments there. Time goes fast.

Pilot Smyth: The countdown continues: 1 (hour):45 (minutes): 20 (seconds) 1:45:19 1:45:18 , ...(time passes) :00:18, (moments before lift-off) the on-board computers are loaded with programs needed for launch. Six seconds and counting... I hear the orbiter's main engines start up.

Commander Spaceage: I know that the fuel as wide as a circle of my arm is now pouring through feed lines to the three engines in the orbiter!

Mission specialist One: (Looking at instruments) Right Commander!

Dr. Astronomer: Are you ready for this Dr. S (With a more serious manner)?

Dr. Scientist: Ready as I will ever be!

Commander Spaceage: Great! Get ready for the "G" forces. They exert a bit of pressure on your body!

Pilot Smyth: All five engines are now at full blast. The ground trembles! A great thrust with white light can be seen from our ground cameras! We can look at those great billows of clouds later.

Mission Specialist One: Right you are, sir.

Dr. Scientist: I can feel the power of the engines. They must drive hard against the pull of Earth's gravity- the force that pulls everything to the center of the earth.

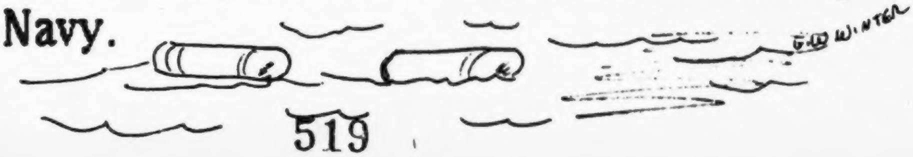
Commander Spaceage: We will now angle off into space. In this gentle roll, we are upside down. This allows us to see the earth and check our heading. Before we escape Earth's gravity the engines become three times as great! (Pause) 3-G's.

Dr. Scientist: That's because we are three times as heavy. Commander! Soon we will be moving at the speed of sound --called Mach (MOC) One.

Dr. Astronomer: One minute later, we are 50 kilometers or 30 miles up!

Pilot Smyth: Now we are flying at Mach 4.5 or 4 and 1/2 times faster than sound.

Mission Specialist One: Our two rocket boosters are used up. Remote control set the two boosters free from the shuttle. They will be towed back to the Cape by the Navy.



Commander Spaceage: We are eight minutes after lift-off and the ET (External tank) is almost empty. We are at Mach 15. The orbiter's engines cut off at Mach 26. It just cut away. Fire the two small engines-- lets get into our first orbit.

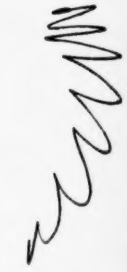
Pilot Smyth: We will wait about 30 minutes and get into the final orbit (Time passes).

Mission Specialist One: Fire engines for the final orbit. Open the cargo bay doors and let that heat out we collected during lift-off.

Dr. Scientist: My first flight was a perfect one ! I am so happy! AT 17,500 miles per hour we are not going to feel the pull of gravity. We call this microgravity. Because of this speed, the orbiter will not fall down . Because of the pull of the Earth we do not fly off into deeper space. We move in a circle called an orbit.

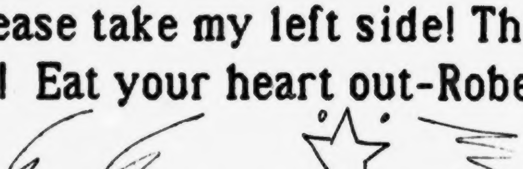
Pilot Smyth: Yes, that's our final orbit also!

Commander Spaceage: Well crew, let me give a review of our accommodations here. The cabin has three levels. The upper level is the flight deck, our work space. The mid-deck is your home in space. That is where we eat, sleep, wash, or just relax. Hope you brought a camera on the trip. You will get some special pictures.



Dr. Scientist: I sure did ! I am going to take a few of Dr. A. and his five day beard!

Dr. Astronomer: Please take my left side! That's my best looking side! Eat your heart out-Robert Redford!



Commander Spaceage: There is a galley for making meals, a bathroom, and lockers for clothing and other personal belongings. You just float up or down one of the two hatchways. The level below houses pipes, fans, and other equipment.

Dr. Scientist: That special equipment makes living out here possible. It maintains atmosphere and pressure in the orbiter like we have on Earth. If the carbon dioxide was inhaled, we would die. When we humans go out in space, we must bring what we need to stay alive.

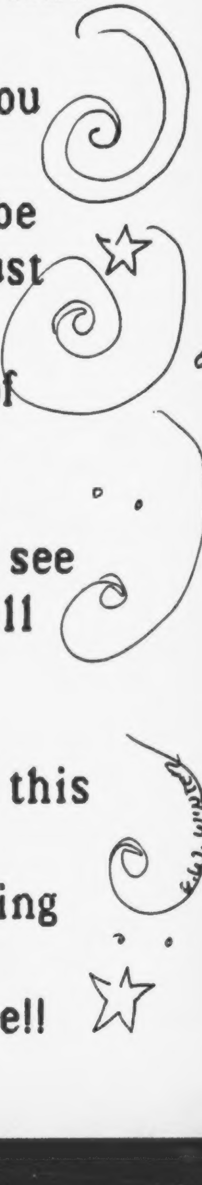
Dr. Astronomer: Yes, my dear, we would be just like a fish out of water.

Pilot Smyth: Let me warn you if you bend over you may start doing one somersault after another. Hold on and move slowly. Weightlessness can be fun... if you bump into the right wall. You must learn how to live in space.

Commander Spaceage: We will have 45 minutes of sunlight as we fly between the sun and Earth. Then we will have 45 minutes of dark because Earth will block the sun's rays. Then we will see another sunrise. For the next five days we will live and work in space.

Dr. Scientist: I have waited a long time for this adventure. My grandchildren will hear about this someday.... if I ever have them!

Dr. Astronomer: You are sure young to be thinking about grandchildren! You have to take care of those dreams later in your life. Now we are here!!



Scene III

Time: 4 Days Later

Setting: Orbiter- weightlessness - In Orbit

At Rise: Commander Spaceage is talking to Dr. S.

Commander Spaceage: Well, looks like we have all learned to live well in space. Noticeable changes taking place here in microgravity are height and weight changes. Since the inside of our body is as weightless as the outside, we have to not burp. You know on Earth it is only rude. Here you will see your dinner before your eyes.

Dr. Scientist: Yes, that is one of the problems we scientists are working on. It can be a problem.

Dr. Astronomer: Yes, especially if your best friend is watching. Well, up here we all understand.

Pilot Smyth: I really like our flight suits. There are lots of pockets for everything you need so nothing can float away.

Commander Spaceage: How do you like our personal health kit? It has toothbrush, soap, and all bath items. I can see you have been using the space method to shower. You bathe yourself with a washcloth and then use a towel to dry off.

Dr. Scientist: I really do not mind using a seat belt and footrests to stay put while I am bathing. Otherwise I would just float around like soap in a tub of water. I like the privacy curtain too!

Pilot Smyth: Our scientists friends remembered everything.

Commander Spaceage: No problem! We have it all.

Pilot Smyth: Commander, we have done all that this mission set out to do. The Mission and Payload specialists report all three satellites have gone into geosynchronous (GEE-O-SIN-CRA-NUSS) orbit. Their speed will keep them over the same spot on Earth while Earth is spinning.

Commander Spaceage: Great job crew! We are a good team. Let's review the three main steps to bring orbiter safely back to Earth: *deorbit*, we will stop circling Earth; *entry*, leave outer space and enter Earth's atmosphere; *and landing*, guide the orbiter down onto the runway and stop it.

Pilot Smyth: I- I sir:(Quickly)

Commander Spaceage: Within one hour we will change from Mach 26 to about 215 miles per hour- our landing speed.

Pilot Smyth: Yes sir, Commander! (With feeling)

Commander Spaceage: Turn the orbiter around so it flies backward. Then start your small rocket engines and fire them for three minutes. That will start our slow down.

Pilot Smyth: Brakes you have now , Sir. (30 minutes later) We have droped to 75 miles now!

Commander Spaceage: The next 12 minutes we will build up a great amount of heat! It is our most dangerous time. We have no contact with Earth. (12 minutes later) We are now 34 miles high We have contact with Earth again.

Pilot Smyth: Our computers make it all possible! In 20 more minutes we will be on the ground.

Dr. Scientist: What goes up...must come down!

Dr. Scientist: Well...... not always.. in this case ··· (Thinking)

Commander Spaceage: Yes, Dr. S. In this case now. We have no fuel power in the orbiter's engines. It lands like a glider. We can't go around the runway again. I can read the correct speed, angle and distance from the computer. Together we just *fly-by wire.*

Pilot Smyth: Half a minute before landing, nose tilted I see. The landing gear is down , Sir!

Commander Spaceage: Our back wheels touched the runway - TOUCHDOWN!

All the Crew: Hurrah!

Pilot Smyth: Just 30 minutes to cut her switches and systems down and we can climb out of the side hatch.

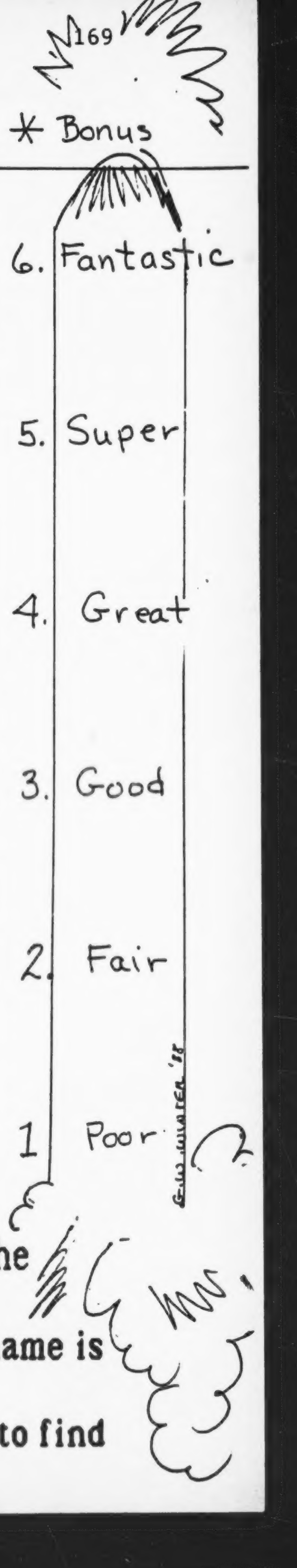
Commander Spaceage: Great job crew! (With feeling) You are back on Earth again!

Dr. Scientist: You know I think Dr. A really had a great time. I look forward to our next flight together.

Dr. Astronomer: I have a son that is about your age. Let's see about planning for your future. (The crew all start laughing and Dr. A scratches the five day growth on his chin). (Curtain)

THE END

	Rick	Pat	Danny	Bob	Albert	Don	Eddie
Dr.S							
Pilot Smyth							
Comm. Spaceage							
Mission Spec. #1							
Dr. A							
Mission Specialist #2							


✱ Bonus
6. Fantastic
5. Super
4. Great
3. Good
2. Fair
1 Poor

Directions: Read the following clues and discover the first names of the crew members of THE SPACE TRAVELER. Use an "O" to show where the correct name is for each person. Use an "X" for no.
Read each clue and use your logical thinking skills to find out their first names.

CLUES FOR THE SPACE TRAVELER LOGIC GAME

1. Doctor S is a woman.
2. Albert does not like Robert Redford.
3. Rick is a born leader.
4. Danny works with the payload.
5. Bob had to fire the rocket boosters .
6. Her first flight was a perfect one.
7. Rick told the crew about their accommodations on the space orbiter.
8. Eddie talked about how the crew's doctor would check each persons health during the flight.
9 Don had to take care of the Harvard animals.
10. Bob was always there to back up the Commander
11. Eddie's crew name has been left off the game sheet.

Read over all the clues without going back and reading the play. Put an "X" by the names of the correct crew members. Try to think back what you read that each member did or said. That will help you think about the answers. Look for the answer sheet at the end of this work. You can grade your work by the number you answered correctly. Good luck on logical thinking. Find the name of the crew member on the left and go up to the correct name . Make your correct answers and then grade your paper.

* You will get a bonus point if you tell which crew members have not been included on the game board.

Adventure 5: **Thinking In the Methods of Science**

Helping Hands

Good Rules: 1. Find as much information as possible before trying to answer a puzzling question: read , experiment and observe.

2. Do not jump to conclusions. Make a guess first and then test it.

3. Test the results in as many ways as you can think.

Review the steps :(a) Stating the Problem. (b) Forming the Hypothesis. (c) Observing and Experimenting. (d) Interpreting the Data. (e) Drawing Conclusions.

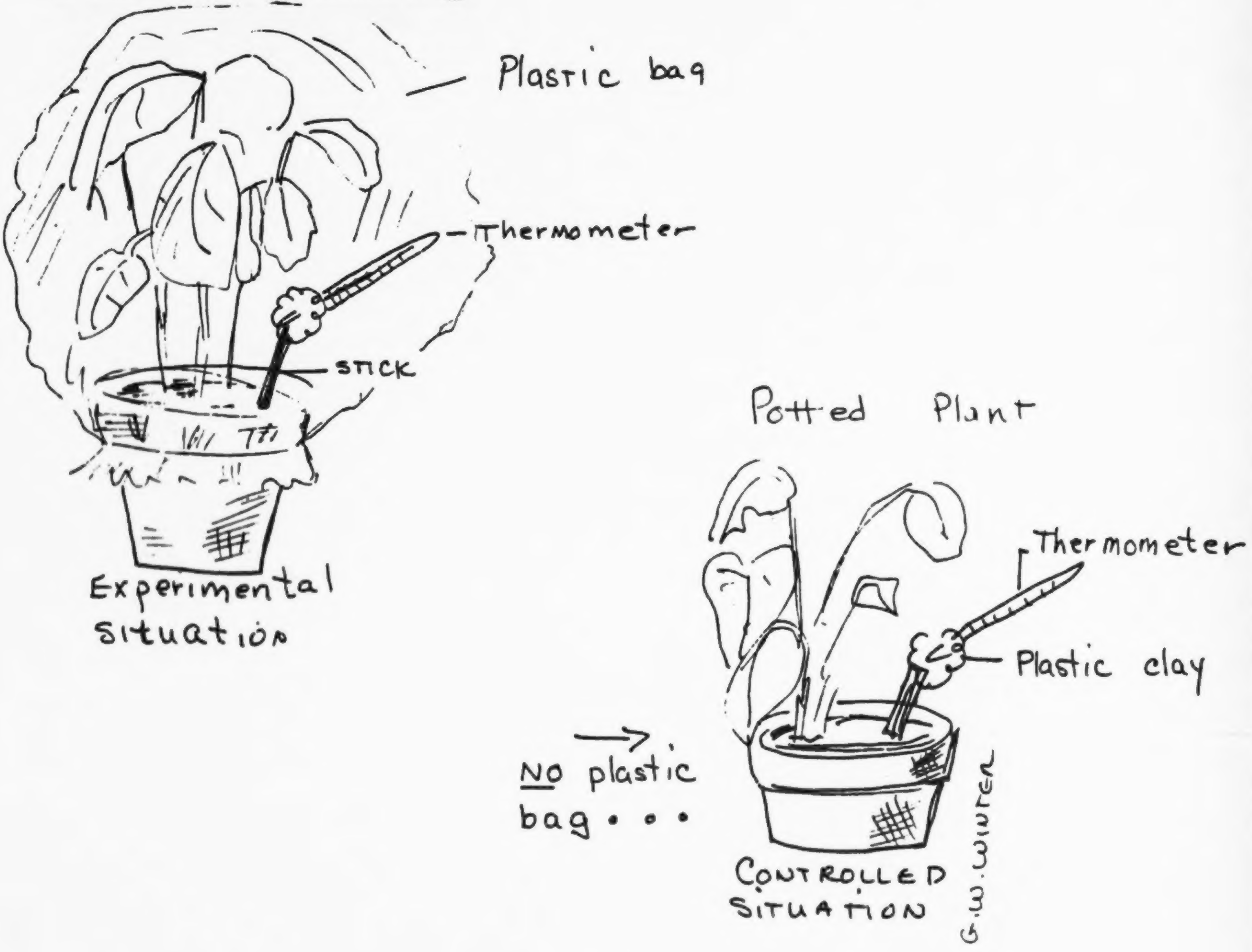
Assignment: Let's do an experiment to test for answers. You may select any type plant you have. The first choice of experiments is Moisture, Heat, and Experimenting. The next 10 pages will allow you to select any experiments you wish to try. You may need the help of your teacher to get the materials you need.

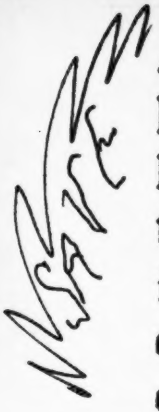
First Choice: Keep a plant blooming all winter in the classroom: Materials: Two plants the same in size and type. The drawing will illustrate the way the plants should be designed. One will be the experimental situation and the other will be the controlled situation.

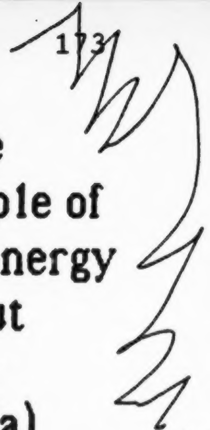
1. The plants should be given the same amount of water.
2. Both plants should receive the same amount of sunlight.
3. Both plants (same size) would demonstrate that any consistent difference in the temperatures was caused by what was done to one plant and not the other.

Directions: One of the plants will have a plastic bag placed over it. The other will be left free. Keep a chart to record (notebook) the temperatures three times each day. Spend time looking, recording, reading and observing . Question people in that field such as farmers, florists and your parents. Consult your library for more information. Record what you have learned from your observations.

The process of investigating, hypothesizing (an educated guess) and testing is a very important part of scientific thinking. Use plastic clay to attach the thermometer to each plant. Good luck on your project in scientific thinking.


Plastic bag
Thermometer
STICK
Experimental situation
Potted Plant
Thermometer
Plastic clay
NO plastic bag . . .
CONTROLLED SITUATION
G.W. WINTER





SAVE

Adventure 5: Science Choice of Experiments

Experiment 2 Conservation of Energy Principle

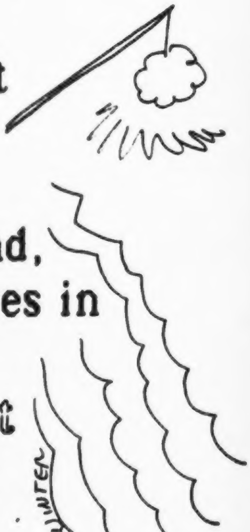
Helping Hands(Read for Learning) The principle of the conservation of energy is as follows: that energy in one form may be changed to another form, but cannot be created or destroyed under ordinary conditions. The three important concepts are (a) energy may travel in the form of waves (sound waves), (b) wave forms of energy may move through materials (or through electromagnetic fields), (c) wave forms of energy may be changed into other forms of energy or work. When a stone is dropped into water the particles of water are disturbed. The result is that ripples are made. Ripples are a path of energy and this moves the soil at the edge of the pond.

Assignment: Observing waves traveling in a rope. *Concept to develop.* That wave forms are the paths along which energy travels.

Needed terms to learn.

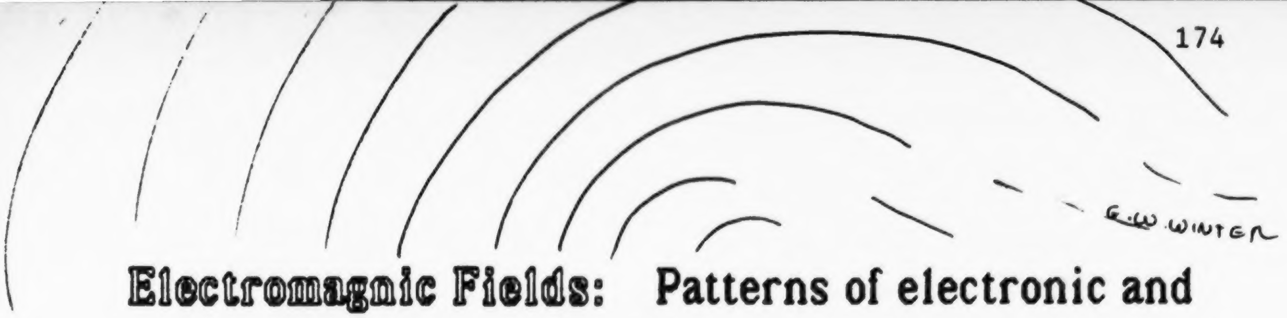
1. **Energy:** The ability to do work. Any form of energy may be converted to another form of energy that can do work.

2. **Work:** The process of moving an object, against some force, across some distance.



Thus, the concept of waves as the form in which energy moves is necessary to learning about sound, radio, heat and light (we learned about light waves in the art center).

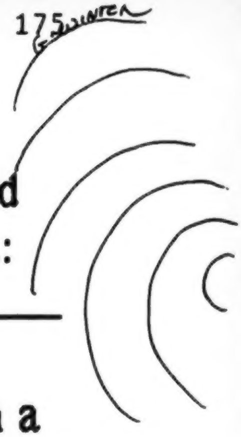
What are electromagnetic fields? Skip this part if you are not interested. Stick with it, if you want to discover the invisible energy in space.



Electromagnic Fields: Patterns of electronic and magnetic forces surrounding and extending outward into space from magnets and objects that have been electrically charged. Ripples, shocks, quakes, trembling and vibration are energy traveling through materials.

Directions: Tie a rope (20 feet long with 10 pieces of colored cloth) to the door knob. Work is done when an object is moved against some opposing force (gravity). Pick up the end of the rope and move it quickly in a rhymetic movement. What happened to the rope? What happened to the energy? Test the energy of the rope waves by placing a paper saddle on the moving rope. See the illustration in the drawing. Answer these questions 1. Did you do some work to make the waves? 2. Can you make waves have more energy? How? 3. Suggest another way to detect the energy of rope waves. Try it with a book on the moving rope .

LEARNINGS: Rope waves may be made by doing work in moving a part of the rope. The wave in the rope is the path of energy. Energy may work to produce another form of energy. Can you tests these learnings?



Adventure 5: INVESTIGATING SOUND WAVES

Assignment 3 Read Do Check

Seeing and Feeling the vibrations that make sound waves. Check this activity and fill out a contract:

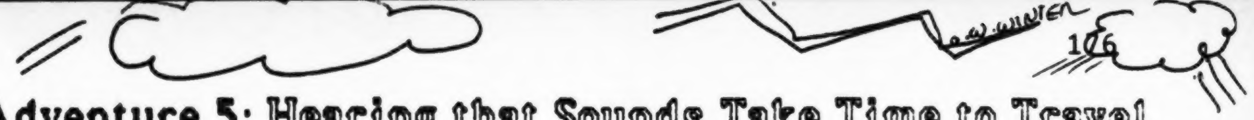
Name______________________________ Date____________

Learning: That sound waves are produced by vibrating bodies. Sound waves are produced when a vibrating surface causes alternate (one and then the other) expansion of air particles that create the wave.

Materials: Any of these will work (bell, rubber band, stringed instruments, metal ruler, drum).

Directions: Ring the bell sharply and then ring it again and touch the bell. Answer these questions? 1. What was the bell doing while it was ringing? 2. What was the bell doing when you placed your finger on it? Follow the same procedure with each of the suggested items. Answer the same questions. Write them down on paper. Then discuss them with another child and record their answers also.

LEARNING: Each material did move or *vibrate* and this motion caused the particles of air to move and push against one another, thus creating sound waves. You felt the *vibration* by touching the source of the sound with your fingers, nose, or ear. The energy that you felt is transmitted (changed) to the air particles and carried as sound waves. Show this experiment to a friend. Let them feel the sound waves of the bell as you ring it. The rubber band as you stretch and pluck it. Place a drum flat on a desk and scatter puffed cereal grains across the top; strike the drum and watch the cereal grains *dance*. They will see the energy and feel it.



Adventure 5: Hearing that Sounds Take Time to Travel

Assignment 4 Read Do Check Let's learn: sound waves take a definite time to travel between two points. Materials needed (garden hose, 2 pencils and a hammer) You may do this at home.

Name______________________________Date__________________

Helping Hands: You know how you see lightning and then you hear the sound of thunder . Why did you not hear and see at the same time? This experiment will prove that sound takes time to travel over distance.

Directions: Spread a garden hose on the floor around the room with the two ends together(near each other). Put one end of the hose to your ear. Hold a pencil against the other end. Tap the other end and then wait for the sound to travel to your ear. You will hear two clicks. One when you tap the pencil first. Then the other sound as it travels the long distance through the hose. Try it at school and show a friend if you can bring the hose to school. The school janitor will let you use theirs if you take care to return it . Good luck learning about sound. Now try the tapping with a hammer. Write up in your notebook what you have learned about sound. Write it.

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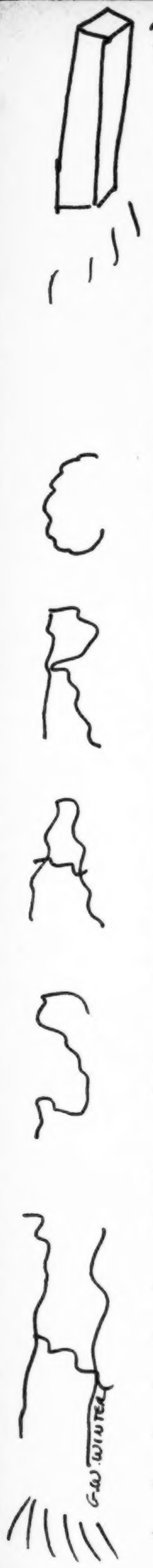


Adventure 5 Observing that Sound Waves Travel Rather Slowly

Assignment 5 Read Do Check Let's learn that sound waves travel more slowly than do light waves.

Materials: 2 Flat Boards (optional)

READ: Remember how we talked about that we could see a streak of lighting before we heard the clap of thunder?

Directions :You will need another person to help you do this. This activity also requires a playground for the sound waves to travel a long distance. Have your partner walk 200 feet (count and walk) away from you. Then have them clap their hands (or two flat boards together) as quickly as they can, six or eight times . You will notice that the sounds seems to occur while their hands or the boards are apart. You will hear one more clap after they stop. You can see the hands (or the boards) before you heard the sound. (The light waves, the sight of the hands or the boards being clapped together, traveled faster than the sound waves).

LEARNING: Sound waves require an interval of time to travel between two points. Light waves travel faster(have a greater velocity) than sound waves. Velocity is a fancy word for speed. Write down what your have learned here.

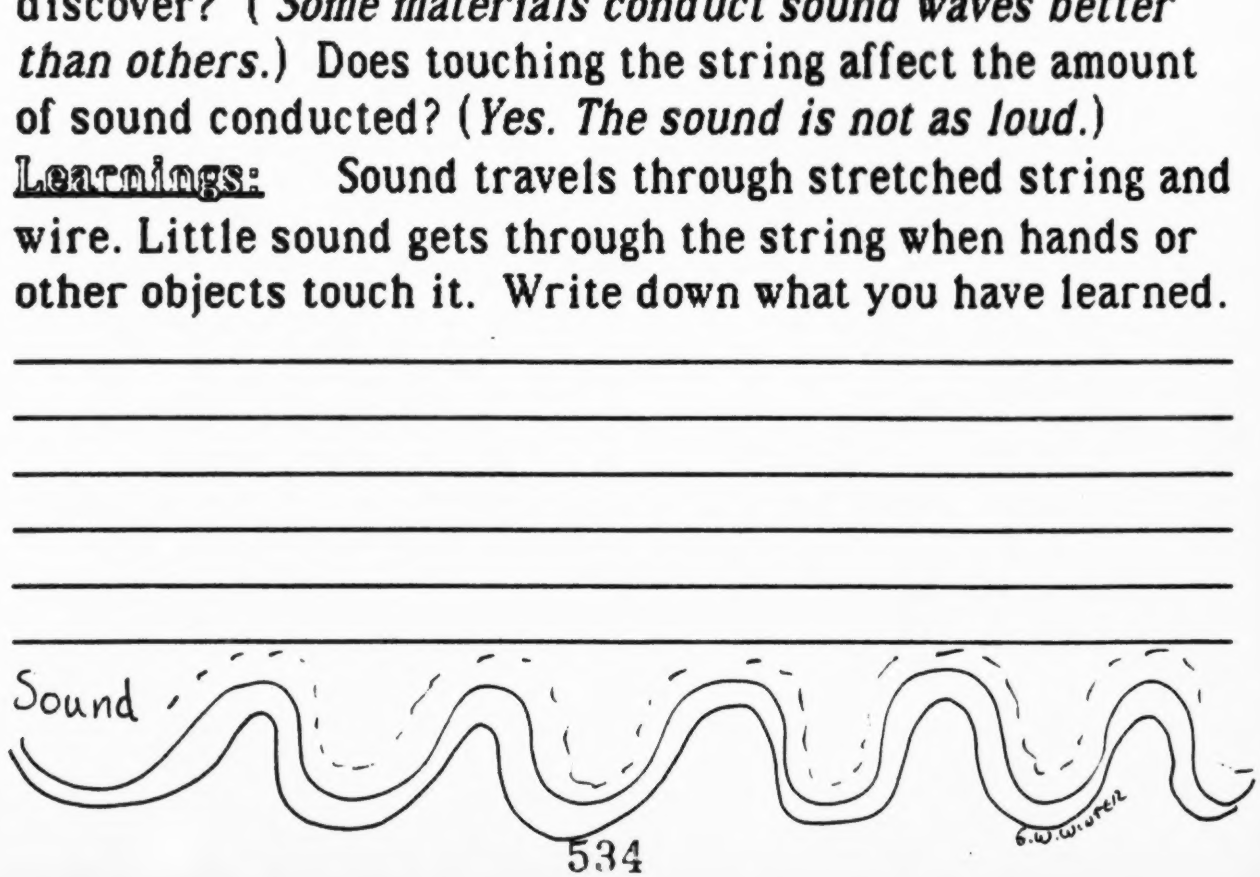
Adventure 5: Making Sound Travel Through A String

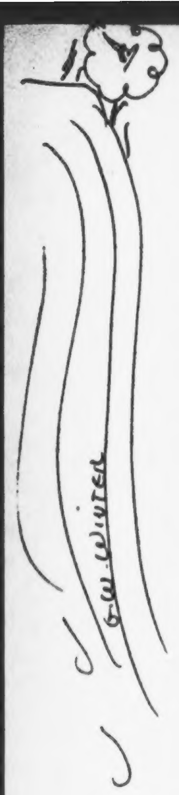
Assignment 6 Read Do Check Let's learn that sound can travel through a string. Materials needed: Light string (twine) 2 oatmeal boxes (paper cups or tin cans) Metal teaspoon.

Name________________________________ Date____________

Directions: Punch a small hole in the bottom of each box. Lead the string through the holes into the two boxes. Tie sticks to each end so it can not pull out. Stretch the string tight and have two children use the oatmeal box **telephone** by taking turns talking and listening. Hold you finger tight on the string while the other one talks. You can feel the sound traveling through the string. Touch the bottom of the box (cup). You can feel the oatmeal box bottom vibrate. You can use different kinds of strings and boxes, cups and cans. What did you discover? (*Some materials conduct sound waves better than others.*) Does touching the string affect the amount of sound conducted? (*Yes. The sound is not as loud.*)

Learnings: Sound travels through stretched string and wire. Little sound gets through the string when hands or other objects touch it. Write down what you have learned.





Adventure 5 : Questions: Why does a waterfall fall? Why is an astronaut in space weightless? Why does a wagon coast down a steep hill faster than a not so steep hill? Assignment 7

Name________________________________Date________________

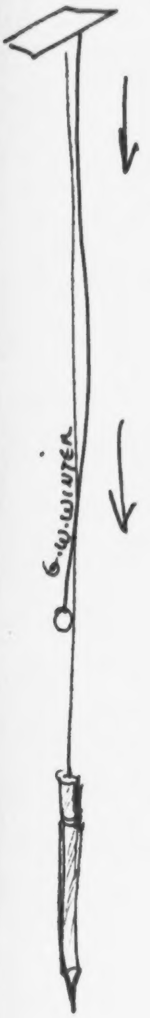
Contract: Let's learn about matter. Read Do Check

Read: Helping Hands: What is matter? There must be something that moves to cause motion. When you play with a ball or marbles they move. This something is called matter. Solid matter is like books, clothes and mountains. Liquid matter is water, milk or gasoline. Gaseous matter is like air, oxygen (you need to live) and helium(makes balloons rise). **Learning:** Matter in all three forms (solid, liquid, and gas) all occupy space. In outer space (no gravity) matter will have no weight but will still occupy space.

Experiment: To think about matter and to see that matter occupies space. Materials: Two blocks or two blocks of clay. A glass of water.

Directions: Mark each block. Take each and make it **a**, and then **b**. Place **a** in the space that **b** is in without moving it. (You can not. Both can not occupy the same space.) Take a large container of water. Fill it almost to the top. Drop the block into it. What happened? Drop the second block into it. Write up your results. How does matter occupy space? (*Liquid occupies space as well as solids.*)

LEARNING: Rocket ships in space, airplanes in space , and desks in the school building are all matter; they all occupy space. Write down what you have learned.



Adventure 5 Let's learn to show how gravity pulls everything toward the center of the Earth.

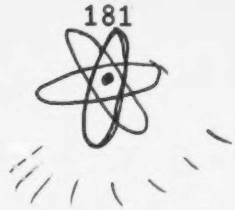
Assignment 8: Read Do Read

Name______________________________Date____________

Directions: Tie a string around a pencil and hold the other end of the string on the table top by putting a book on top of it. The pencil will hang motionless in the air. Then remove the string from the book. What happened to the pencil? Why? (*It falls to the floor because the force of the gravitational attraction pulls it* .) You may want to try this and switch the pencil for a ball of paper or paper chips. (Gravity exerts a natural force not under the control of man.)

Learning: Gravity force pulls objects toward the center of the earth. Sir Isaac Newton recognized that the force of an object's gravity is determined by the mass (weight). A heavy object is pulled toward the center of the earth. You may want to look up the work of Sir Isaac Newton. You can write a contract to do that in your next assignment if you elect to do so.

Write what you have learned from this lesson. Remember the space play? We learned about zero gravity.



Adventure 5 Famous People In Science

Alexander Graham Bell (1847-1922)

Contract Do : Read Check

Name______________________________________

In 1872 , young Bell opened a school for teachers of the deaf in Boston. Later Alexander invented the telephone with the help of his electrical friend Thomas S. Watson. A patten issued On March 7, 1876 was followed by the famous message . Find that message in another center and write it here. People laughed at the telephone at first. People in the old days did not use telephones because they were new and different. Today telephones are everywhere. Modems are a part of this system. We use a modem to pass information over telephone lines to other computers. There are many other uses. What do you think the next extension of this invention might be? What about communications in outer space?

Circle the correct answers or fill in the missing words.

____

1. The main idea of the story is________________________

____

2. Alexander G. Bell taught children who could not_______ (see, hear, walk).
3. Name two ways the telephone works for you (saves time__money,__ help for doctors, __television production
4. A modem is used with computers to ______________ information to other computers (pass, exchange, give).
5. Draw a modern telephone and an old telephone . How has the telephone been improved? Tell how.
6. People in early times did not use the telephone because (dangerous, new and different, cost was high).

G.W. WINTER

Adventure 5 **Famous People in Science**

Jonas E. Salk (1914-)

Contract Do: Read Check

Name ____ Date ______

Jonas Edward Salk, an American research scientist, gained his greatness from developing a vaccine that became the first weapon against polio (poliomyelitis). He also made scientific news in influenza and diseases caused by viruses. Salk's vaccine contained all three types of polio virus that cause the body to produce protective agents (antibodies) against polio. The vaccine was know to be safe in April, 1955. Salk did research with viruses at the laboratory of Thomas Francis, Jr. In 1963, the Salk Institute for Biological Studies was established.

Fill in the correct words from the story.

1. **Jonas E. Salk** developed the (polio, cancer, feaver) vaccine in 1955.
2. Dr. Salk was a/an (German, American, French) scientist.
3. Salk's vaccine contained _(2, 5, 3)_virus types.
4. The Salk Institute for Biological Studies in ________ 1950, 1955, 1963).
5. Dr. Salk worked in ____________laboratory (look for name in story above).
6. What are the protective agents in our body called that fight illness? (virus, antibodies, germs).

* Draw a poster that explains how antibodies fight off virus in the body. Look for ideas in the World Book.

____

____

____

Adventure 5 **Famous Greeks In Science**

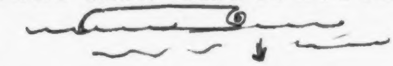
Hippocrates-Aristotle- Euclid- (400 B.C-300 B. C.)

Contract Do Read Check

Name____

The **Greeks** left us the greatest heritage of science of any ancient people. **Hippocrates** taught that diseases had natural causes and that the body had the power to repair itself (c.400 B. C.). While most men thought that the gods caused illness, **Aristotle** , a Greek philosopher, studied all areas of science. He saw a need for classifying knowledge and recognized the importance of observation . He developed deductive logic (reasons from known scientific principles) as a way of reaching conclusions. The correctness of deductive logic (thinking) depends on the correctness of the rules of science. Thales, Pythagoras,**Euclid** , and others had perfected geometry by about 300 B. C.

Archimedes (about 200 B. C.) performed experiments and learned how the lever (a bar to move something) works. He also studied objects that float and understood weight compared with size (density).



Circle the correct answers or fill in the missing words.

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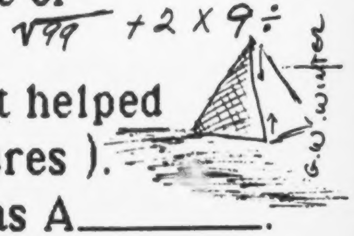
1. The greatest heritage of science was left by the (Germans, Greeks, Romans)?

2. H______________ taught that diseases had natural causes.

3. A______________ recognized the importance of observation and developed deductive logic.



4. E______________ was one of the Greeks that helped perfect geometry (a type of math that measures).

5. The Greek that learned about the lever was A__________.

Adventure 5 **Famous People in Science**

Pierre Curie (1859-1906)

Maire Sklodowska Curie (1867-1934)

Pierre Curie did important research on the magnetic properties of metals. The temperature at which these magnetic properties suddenly change is known as the **Curie point**. Maire married Pierre in 1895. In 1896 Becquerel discovered natural radioactivity. The Curies began their study of radioactive substance . They discovered that uranium ore had more radioactivity than they could account for by itself. They discovered radium and polonium. This work received , along with Becquerel, the 1903 Nobel prize for physics. Pierre Curie received a professorship at the Sorbonne in Paris. After his death in 1906, Marie Curie took his place in Paris. In 1911, she received the Nobel prize for chemistry for her work on the isolation of radium and polonium and for her work of their chemical properties.

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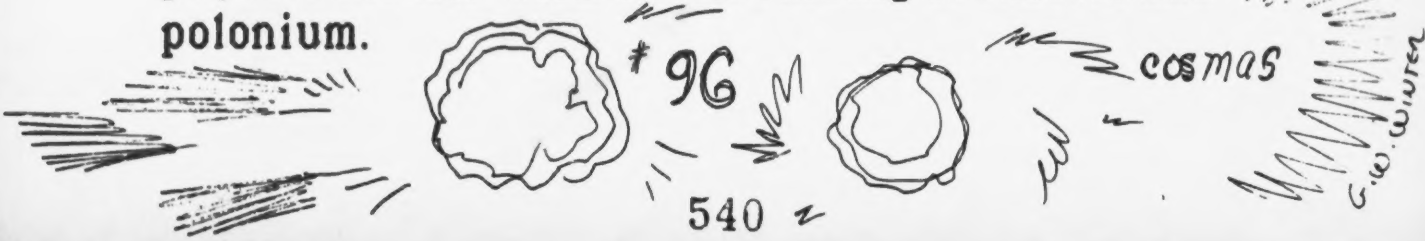
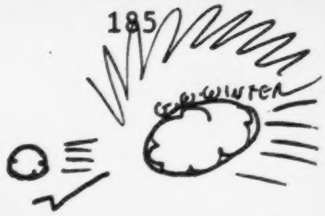
1. Pierre Curie did work on the mag____________ properties of metals. 2. The temperature at which these magnatic properties suddenly change is known as the _____C---- __point. 3. The Curie's married in ________. The next year B_______________ discovered natural radioactivity. 4. The Curie's isolated two new chemical elements called r_-----_ and p-------______________. 5. In 1911, Marie received the N______ prize for physics for her work on the finding of radium and polonium.



Adventure 5 **Famous People In Science**

Sir Isaac Newton (1642-1727)



Contract Do Read Check

Name__________________________________Date______________

Sir Isaac Newton is famous in science because of his study in mathemathics. While he was drinking tea in the garden he saw an apple fall and realized that same force that pulled the apple to Earth keeps the Moon in orbit. The force which pulls a large rock is greater than the pull of a small pebble because the rock contains more matter. Newton proved that the moon falls toward the Earth all the time. If the Moon did not fall toward the earth , it would move in a straight line and fly off out of orbit. Newton's discoveries on the laws of motion and theory of gravitation were published in **Mathematical Principles of Natural Philosophy** in 1687. Newton's discoveries in optics was published in 1704 . He explained why bodies appear to be colored. This science allows us to find the content, temperature and even the speed of glowing bodies as a distant star or objects heated in a laboratory. Newton found that the universe is held together through his theory of gravitation. He discovered the secrets of light and color. He discovered that sunlight is a mixture of light of all colors. Newton passed a beam of sunlight through a glass prism and saw the colors that were produced. Another great discovery was in the field of mathemathics. He is credited with inventing calculus. The concepts that Newton developed are guiding our thinking today in physics. He was a modest person.

Directions: Fill in the correct answers on the famous scientist Sir Isaac Newton from the story on his life.

---

1. **Sir Isaac Newton** is famous in science because of his study in m____________________.

2. When he saw an apple fall he realized that same force keeps the Moon in orbit . That force is called gra______.

3. Newton proved that the Moon would fly off out of ______ if it moved in a straight line.

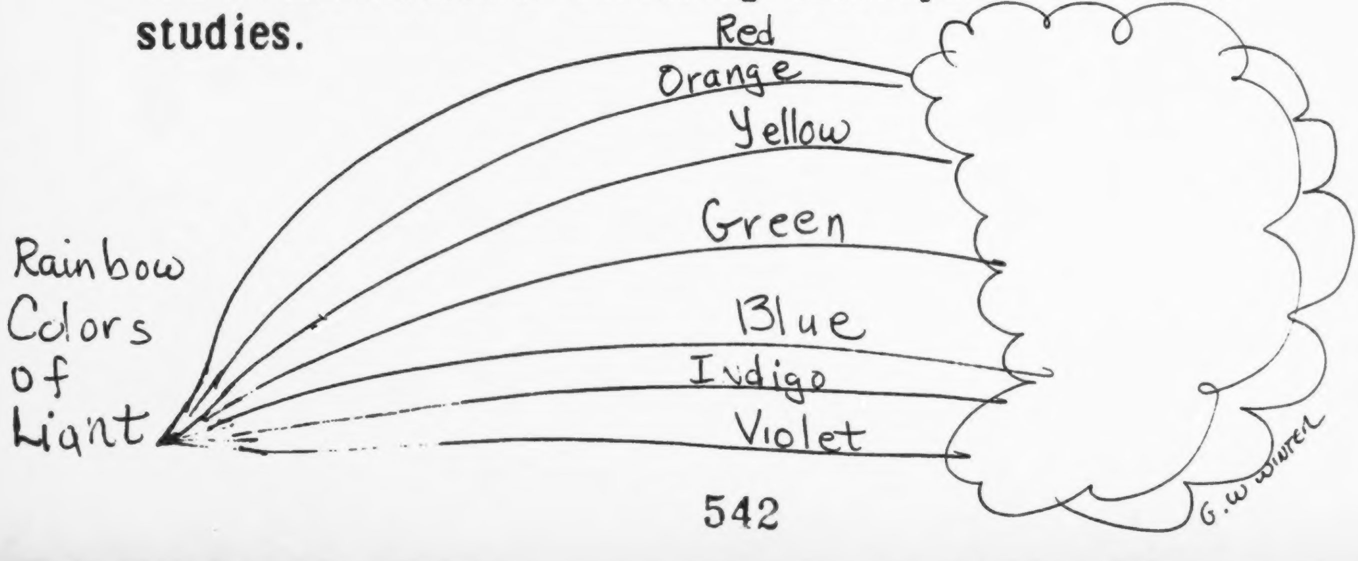
4. Newton's laws of m__________ and g____________ were published in 1687.

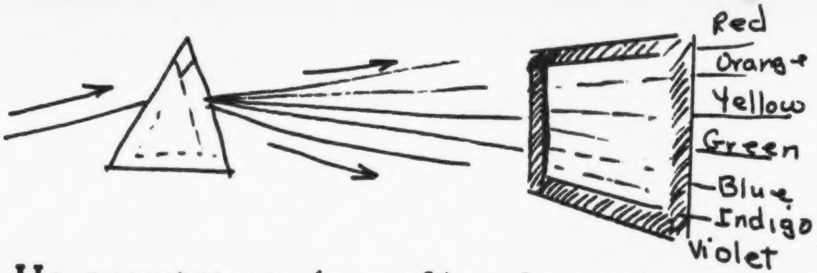
5. Sunlight is a mixture of l________ of all c___________,
according to Newton.

6. Newton is credited with inventing c______________ a complex type of mathemathics.

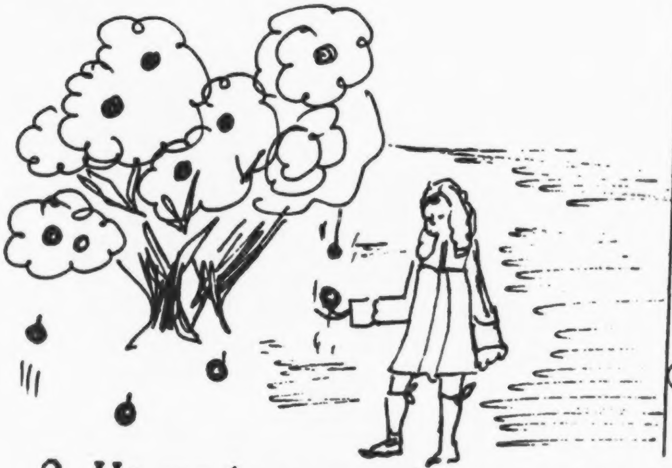
Below are a few picture of Newton while he studied many secrets of science. Match each discovery with the correct picture.

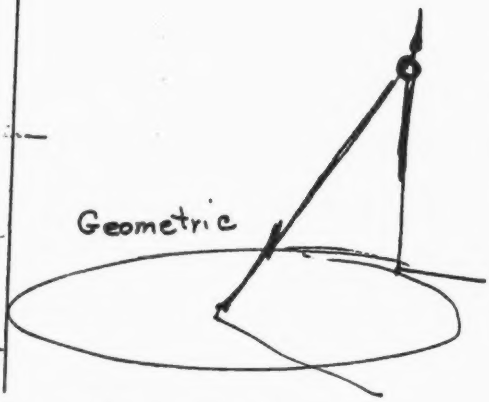
1. He was the first to state the laws of graviation.
2. He made great discoveries in mathematics.
3. Newton showed that light is made up of the rainbow colors.
4. He constructed a reflecting telescope to use in his studies.



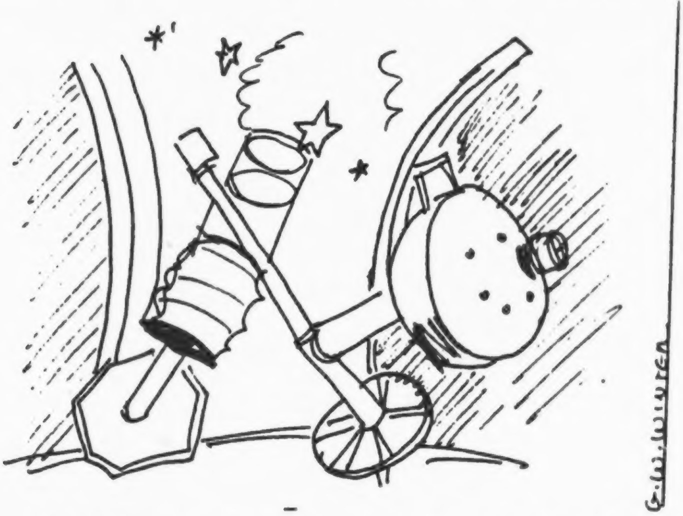

Red
Orange
Yellow
Green
Blue
Indigo
Violet

4. He constructed a reflecting telescope to use in his studies.





2. He made great discoveries in mathematics.



Select the correct drawing!

3. Newton showed that light is made up of the rainbow colors.

Directions: Draw a line from the correct answer to the drawing. Color the picture in.

1. He was the first to state the laws of graviation.

$E = MC^2$ 188

Adventure 5 **Famous People In Science**

Albert Einstein (1879-1955)

Contract Do Read Check

Name____________________________________Date________

Albert Einstein was one of the greatest scientist in physics(a science that deals with matter and energy). He created the general theory of relativity. Einstein realized his theory by the study of the laws of mechanics and the laws of the electromagnetic field. He saw a need to observe the math relationships of time, space and velocity (speed). Nature makes use of nuclear reactions and they provide the main energy in stars.

Einstein believed in a world of simple and quiet harmony. He was interested in social justice. Einstein based his concepts on the laws of Newtonian theory. Einsteins's famous letter to President F.D. Roosevelt, resulted in the Manhattan project and the atomic bomb. Look up some of these words if you select to complete this part of the contract; Atomic Energy, Brownian Movement, Gravitation, Photoelectricity, Space-Time.

__Fill in the blanks______________________________

1. **Einstein** was one of the greatest ___p ___________.
2. He is best known for his theory of R____________.
3. He believed in a world of s _______ and h__________.
4. Einstein saw a need to study the meaning of time, space and s____________.
5. His letter to Roosevelt resulted in the M____________ project and the development of the a_______b_________.

* Other areas of development were Einstein's work on the quantum theory of radiation and light theory. You may read about these on your own.

Adventure 5 Famous People In Computer Science
Charles Babbage-Vannevar Bush-Howard Aiken-John von Neumann

Contract Do Read

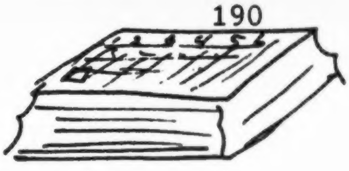
Name____Date______

Charles Babbage, an English mathematician, developed the idea of a mechanical digital computer in 1830. Many of the basic principles used in Babbage's design are used today. He tried to design and build a complex machine called an analytical engine. In 1930, Vannevar Bush, an American electrical engineer built the first analog computer. During 1939-1945, engineers for the American Armed forces developed electronic analog computers to help aim antiaircraft guns.

Howard Aiken, a Harvard University professor completed the first digital computer called the Mark I. Mechanical and electrical devices controlled the operation of the Mark I. In 1946, engineers at the University of Pennsylvania built the first digital computer controlled by vaacuum tubes. They called it the Electronic Numerical Integrator and Computer (ENIAC).

One of the most important computer advancements during the 1940's was the work of John von Neumann, an American mathematician. He developed the idea of storing the computer program in the machine's memory. Early computers had used programs, but did not store them in their memories.

In 1951, the builders of ENIAC developed UNIVAC I, and the first of a variety of computers were mass-produced. Computers had become an industry.



Directions: Fill in the correct words.

Computer History and Famous People

1. **Charles Babbage** developed the idea of a mechanical d______________ computer in th 1830's.

2. Vannevar Bush built the first a____________computer.

3. The first digital computer , called the M_______I, was completed in 1944 by _H________A__________.

4. ENIC built by the engineers at the University of Pennsylvania is called the E____________N____________ I____________________and Computer.

5. In 1940, John von Neumann, an American mathematician developed the idea of storing the c_________ program in the machine's m______________.

6. UNIVAC I, is the second in a series of computers developed by the University of Pennsylvania . It was the first in a series of computers m_____-p__________ in America.

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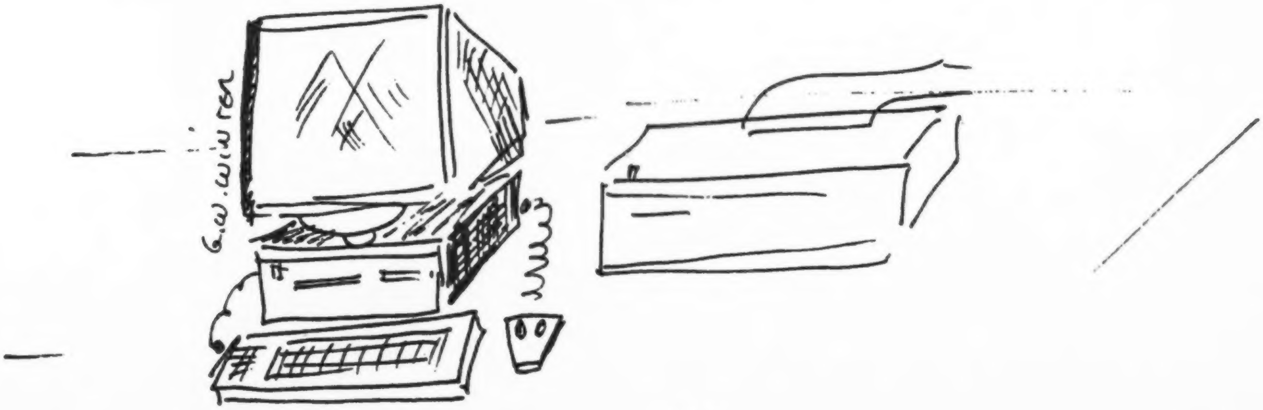
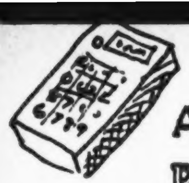
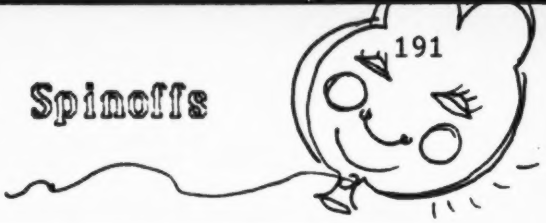
7. Computer engineers have also developed special equipment that can be linked with a distant computer by telephone lines. This equipment is called a ____________ (telephone, modem, microphone).







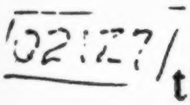
Adventure 5 Space Science Spinoffs

Read **Do** **Check**

Name____

Read: Science has invented many things to fill a need. Space scientist developed the calculator to be able to work complicated math problems quickly. A joystick was developed for astronauts to drive the Lunar Rover (car) on the Moon's surface. Do you want to know when we are going to have a storm? Through space research, weather satellites gather information to predict the weather.

Would you like to give a surprise gift? How about balloons made of metallic material? The light, strong, shiny fabric was originally designed for the space program.



Do you have a digital watch? Do you know the time to the microsecond? Digital readouts were invented for the space program.

Blind people can read without using Braille. Space optical technology developed the Optacon, a tiny camera that transforms letters instantly on a page to raised images on a board that a blind person can feel.

Do It Yourself:

Joysticks were first used for moon travelers. Now we use them to control vehicles, computers, and games. Invent a new use for a joystick. If you do not like that idea. Find a new use for Velcro. It is used to hold your shoes and other clothing together. How can Velcro be used in space flight? Draw a picture of it. What other inventions can you think of that are needed in space? Think back to the Space Travelers play. What problems did they have in space? Solve those problems now.________________

Answer Sheet for THE SPACE ADVENTURE

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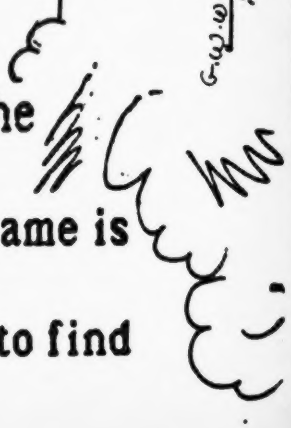
8 Out-of-Sight * Bonus-TOP SCORE

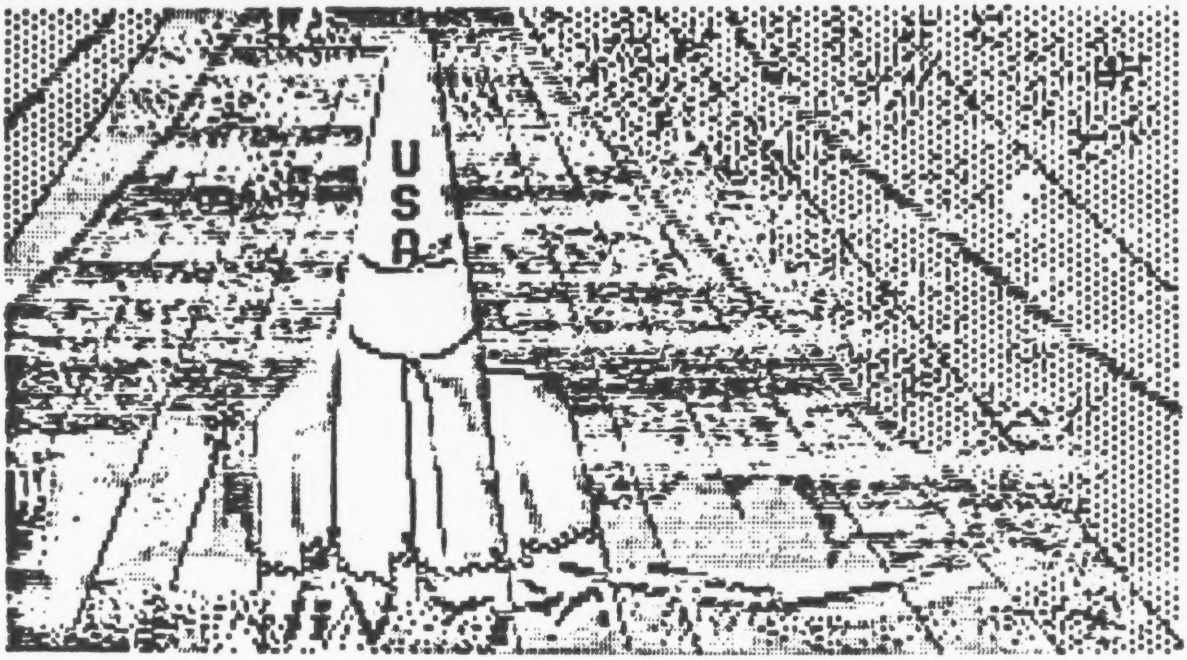
	Rick	Pat	Danny	Bob	Albert	Don	Eddie
Dr.S	X	O	X	X	X	X	X
Pilot Smyth	X	X	X	O	X	X	X
Comm. Spaceage	O	X	X	X	X	X	X
Mission Spec. #1	X	X	O	X	X	X	X
Dr. A	X	X	X	X	O	X	X
Mission Specialist #2	X	X	X	X	X	O	X

If your answers were Payload Specialist or Ship's Docto you get bonus points.

6. Fantastic
5. Super
4. Great
3. Good
2. Fair
1 Poor



Directions: Read the following clues and discover the first names of the crew members of THE SPACE TRAVELER. Use an "O" to show where the correct name is for each person. Use an "X" for no.
Read each clue and use your logical thinking skills to find out their first names.



SPACE

by G. W. Winter

A space adventure is exciting and fun,
Looking at the stars and counting each and every one.

I want to reach out and touch the Big Dipper too,
Or discover something under the Sun that's new.

Scientists adventure into new frontiers and places,
Maybe someday we will even discover new faces.

Space--- the cosmos,the great unknown out there,
I can see all these wonders from my private spacechair.